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ABSTRACT

This individualized course in licensed day care is comprised of three units of instruction: (1) Business Functions of Day Care Homes, (2) Child Development, and (3) Child Care. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: introduction, review, skill competency, discussion, demonstration, performance, evaluation, and summary. Various checklists and student evaluation instruments are appended. (LRA)

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MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE:

Licensed Day Care.

CE027 792

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DAY CARE HOMES CURRICULUM

Family Education Program

File Code: 6[illegible]01.01.00

Date Published: 6-6-78

Learning Experience Guide

UNIT - BUSINESS FUNCTIONS OF DAY CARE HOMES

DESCRIPTION:

The business aspect of licensed day care is needed in order to set up your day care home. With this knowledge, you will be able to determine expenditures and consistencies in your home.

GOAL:

Upon completion of this unit, the student will be able to set up records, policies and appropriate communications needed to operate a day care home.

RATIONALE:

Knowledge of business procedures and requirements will enable the provider to set up and evaluate a system beneficial to self and clientele.

PREREQUISITES:

Reading of the Licensed Day Care Occupation Guide.

OBJECTIVES:

1. Provide for open relationship between provider and clientele.
2. Ability to structure home for learning environment.
3. Apply record keeping and policies to future home care.
4. Use of community resources for growth and assistance.

RESOURCES:

Printed

Facts & Fancies, pages 7-24, 55-56'
Caring for Children, pages 302-323, 521-532, 533 & 534, 539-551, 368-391, 392-415, 496-499
How to Start and Operate a Day Care Home, pages 224-227, 93-99, 157-167, 139-161
The Business of Day Care
Folder containing pamphlets pertaining to business

Principal Author(s): Tom Rutschke

Audio-Visual

"Daily Schedule and Routines" - Film #2
"Parent Caregivers Communication" - Film #3

GENERAL INSTRUCTIONS:

Participate in group discussions. Complete assignments according to LAPs. Read resources and view films.

PERFORMANCE ACTIVITY:

.01 Business Policies In Day Care
.02 Role of the Day Care Provider
.03 Resources for the Day Care Home

EVALUATION:

1. Design a policy chart
2. Design a record keeping system
3. Design an information sheet
4. Preparing the following elements pertaining to environment:
    a) Schedules
    b) Routines
    c) Rules
    d) Zoning of the home
5. Prepare a list for location of "beautiful junk".
6. Prepare a list of support areas for licensed day care homes
7. Make a list of books that could be of use in the home.

FOLLOW-THROUGH:

Begin the Learning Activity Package entitled "Business Policies in Day Care".

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Family Education Program

Learning Activity Package

Student: ____________

Date: ____________

PERFORMANCE ACTIVITY: BUSINESS POLICIES IN DAY CARE

INTRODUCTION:

This LAP will orient the use of business requirements and policies used in day care homes. Before starting this LAP, read the LEG pertaining to business functions of day care homes.

REVIEW:

One of the most important factors of licensed day care is the policies that operate it. There are many components to the business aspects of the day care home. In order to be a good provider, you will have to be consistent and use the appropriate policies. Knowledge of legalities is also needed to maintain a day care home.

SKILL COMPETENCY

Upon successful completion of this LAP, you will be able to do the following:

1. Complete an application for Montana licensing.
2. Discuss the Montana requirements pertaining to licensing.
3. Keep records appropriate for the day care home.
4. Discuss tax and insurance requisites of a licensed day care home.
5. Develop business policies for the environment of your day care home.

DISCUSSION:

1. Participate in licensing requirements discussion.
2. Group discussion of policies in your home.
3. Record keeping formats.
4. Read the following chapters:
    a) How to Start and Operate a Day Care Center, pages 39-47, 49-61
    b) Caring for Children, pages 539-551
    c) Facts & Fancies, pages 14-18, 19-24
    d) The Business of Day Care
    e) Pamphlets entitled Business Policies

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

Principal Author(s): Tom Rutschke

PERFORMANCE:

Acquire and complete check lists for this LAP pertaining to business policies.

EVALUATION:

Notify the instructor when you have compared the check lists and charts. Have the instructor evaluate your charts and check lists. To complete this LAP, 80% completion is necessary on the check lists or charts. 100% of the information must be contained in the Montana licensing check list.

SUMMARY:

Upon completion, you should understand the following:

1. Montana licensing requirements.
2. How to set up and maintain a beneficial record keeping system.
3. Basics regarding taxes applicable to providers.
4. Establishment of consistant business policies.
5. Why and where to acquire insurance.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.01.02

Date Published: 6-6-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Role of the Day Care Provider

INTRODUCTION:

This LAP will cover the characteristics of the day care home. Before starting this LAP you have to complete the Business Policies LAP.

REVIEW:

In order to run a day care efficiently you must understand your policies and relate them to parents and children. This LAP will include communication approaches, scheduling, zoning and policy outlines.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Outline an information sheet to be used in your home.
2. Develop a schedule to use while the children are in the home.
3. Develop a rule chart for your home.
4. Zone your home for independence in children.
5. Discuss openly with parents and children you expectations.

DISCUSSION:

1. Participate in communications discussion dealing with policies leading to an information sheet.
2. Group interaction to establish the following:
    a. Schedules
    b. Zoning
    c. Rules
3. Review the following:

Films: Daily Schedule and Routines -- #2
Caregiver Communication -- #3

Books: How To Start and Operate a Day Care Home -- pp. 93-99, 157-157.
Facts and Fancies -- pp. 7-13.
Caring for Children -- pp. 368-391, 392-415, 496-499.

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DISCUSSION: (continued)

Pamphlets: Day Care -- What and Why
Role of the Day Care Provider

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklists for this LAP pretaining to the role of day care providers. Complete as requirad on the checklists.

EVALUATION:

Notify the instructor after you have completed each of the checklists. Have the instructor evaluate your charts. To complete this LAP 80% completion is necessary on the checklists and charts.

SUMMARY:

Upon completion you should understand the following:

1. Need for an instruction sheet and how to use it to communicate with parents.
2. The importance of schedules, rules and how your home is zoned.

After successful completion, fill out the SPR and proceed to the next LAP.

DAILY ROUTINE OR SCHEDULE

Develop a schedule to be used in your home. Include in your schedule an approximate time and the following areas. Remember to balance noisy and quiet times. Check with instructor after completion.

1. Free play

2. Snacks and meals

3. Activities (cognitive)

4. Large muscle play

5. Quiet time or story

6. Nap time

7. Outdoor time

8. Language or music development

Family Education Program

File Code: 68.01.01.03

Date Published: 6-6-78

Learning Activity Package

Student: ______________________

Date: ______________________

PERFORMANCE ACTIVITY: Resources for the Day Care Home

INTRODUCTION:

This LAP will cover the different resource areas in the community. Before starting the LAP, completion of the "Role of the Day Care Provider" is necessary.

REVIEW:

A day care provider must know about resources in his community. By knowing this you will be able to acquire assistance and support in your home.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Develop a resource list for assistance and support of licensed day care.
2. Have a knowledge of resource books for future use.
3. Knowledge of where your licensing office is in your state.
4. Develop a list of books for children.
5. Develop a list of "beautiful junk" and where to find it.

DISCUSSION:

1. Participate in group discussion of community resources (include where state or county offices for learning).
2. Group discussion and listing of "beautiful junk".
3. Review book list for future references.
4. Discussion of children's books.
5. Review the following:
    a) Caring for Children -- pp. 302-323
                                   -- pp. 521-534
    b) How to Start and Operate a Day Care Home -- pp. 224-227
    c) Facts and Fancies -- pp. 54-56
    d) Pamphlets in folder on community resources.

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

PERFORMANCE:

Acquire the checklists for this LAP pertaining to resources.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your charts. To complete the LAP, 80% must be accomplished in three units. 100% is required for the book list.

SUMMARY:

Upon completion you should understand the following:

1. Resource outlets in your community.
2. Resource books applicable to licensed day care.
3. Books appropriate for different age levels of children.
4. Where to acquire "beautiful junk", for use in your home.

After successful completion, fill out the SPR and proceed to the next LEG.

Family Education Program

File Code: 68.01.02.00

Date Published: 6-5-78

Learning Experience Guide

UNIT: CHILD DEVELOPMENT

UNDERSTANDING:

Knowing different child development theories and activities will help you to understand the child as an individual.

GOAL:

Upon completion of this unit, the student will be able to relate to the following child development units: theories, discipline, infancy, language, cognitive, motor development, creativity, science, and handicapped children.

RATIONALE:

Knowledge of child development will enable the provider to look at children from different view points and understand their developmental growth patterns.

OBJECTIVES:

1. Use theorists as resources for child development.
2. Understand growth patterns of infants.
3. Apply discipline procedures appropriate for the individual child.
4. Apply language activities appropriate for age levels.
5. Apply cognitive games appropriate for child growth.
6. Develop motor activities important to the total growth for a child.
7. Instill creativity in children through various media.
8. Practice day to day responsibilities and conditions relating to science.
9. Develop activities and follow-through activities pertaining to a handicapped child.

RESOURCES:

Printed:

Facts and Fancies, pages 24-46, 57-70, and 78-80.
How to Start and Operate A Day Care Home, pages 145-155.
Caring for Children, pages 41-93, 114-147, 249-299, 507-515, and 535-538.
Child Development, pages 11-20, and 67-81.
A Modular Approach to Child Development, pages 102-128.
Caregivers Training for Child Care, pages 106-113, 118-125, 131-132, and 151-158.

Folders containing developmental growth and theories of child development.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

RESOURCES: (continued)

Audio Visual:
The Child -- # 5
Who Am I? -- # 6
The Child With Other -- # 7
Discipline -- # 8
The Child Talks -- #11
The Child Learns -- # 9
The Child Plays -- #12

GENERAL INSTRUCTIONS:

Participate in group discussions. Complete assignments according to LAPs. Present activities for observation. Read resources and view films.

PERFORMANCE ACTIVITY:

.01 Child Development
.02 Infancy
.03 Discipline
.04 Language
.05 Cognitive
.06 Large and Fine Motor Development
.07 Creativity
.08 Science
.09 Handicapped Children

EVALUATION:

1. Help design a chart reviewing Erickson's and Piaget's philosophies.
2. Design a chart pertaining to self-concept activities.
3. List developmental growth for infants.
4. Assemble an infant toy and its specific learning content.
5. Discuss discipline techniques and when to use them.
6. List social-emotional and significant qualities.
7. Create and demonstrate language development.
8. List and demonstrate cognitive development.
9. Associate motor development with the child's growth.
10. Prepare an outdoor playground.
11. List and demonstrate creative development.
12. Ability to list science activities and their importance in the home.
13. Early identification of handicapped children. Use of resources to set up a program to deal with the child.

FOLLOW-THROUGH:

Begin the LAP entitled, "Child Development".

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Date Published: 6-5-78

Family Education Program

Learning Activity Package

Student: ________________

Date: ________________

PERFORMANCE ACTIVITY: Child Development

INTRODUCTION:

This LAP will introduce you to child development philosophies. This will help you to understand children's developmental patterns. Before starting, read the LEG pertaining to Child Development.

REVIEW:

It is important for a day care provider to know the developmental growth of children. This will help you plan your objectives according to the child's growth pattern. If you understand the developmental needs of the child, you will instill a positive self-concept in him.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart developmental abilities according to personality and cognitive development.
2. Discuss the story of "The Little Boy". Write how this relates to self-concept.

DISCUSSION:

1. Participate in developmental theories of Erickson and Piaget.
2. Discussion of the story "The Little Boy" and correlate it to self-concept.
3. Read and review the following:
    a. Child Development, pages 11-20, 67-81.
    b. Caring for Children, pages 41-93, 114-147.
    c. Facts and Fancies, pages 24-31.
    d. Pamphlets on Child Development.
    e. Films #6 and #7.

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

Principal Author(s): Tom Rutschke

PERFORMANCE:

Acquire the chart and checklists for this LAP pertaining to Child Development.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. To complete this LAP, you will need to meet the requirements of 100% pertaining to the personality stage headings and 80% on the remainder of the sections.

SUMMARY:

Upon completion you should understand the following:

1. The basics of Erickson's and Piaget's philosophies.
2. The importance of a positive self-concept for developmental growth.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.02

Date Published: 6-6-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Infancy

INTRODUCTION:

This LAP will involve you in the importance of early stimulation for infants. You will understand all the developmental areas of an infant. Before starting, complete the LAP pertaining to Child Development.

REVIEW:

It is important for you to know and understand the growth patterns of an infant. There are certain steps infants go through during development. It will help you when caring for an infant to make events positive for the child.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart development growth in all areas of infancy.
2. Make an infant game and demonstrate its use.
3. Develop a list of games to be used for infants (0-24 months).

DISCUSSION:

1. Participate in a discussion of developmental areas of infants. Play games for classification of areas.
2. Making of a toy beneficial to an infant's learning and why.
3. Prepare a list of activities to be used for infants.
4. Read and review the following:
    a. Facts and Fancies, pages 24-28.
    b. A modular Approach to Child Development, pages 102-125.
    c. The Challenge of Day Care, pages 90-104.
    d. Folder on Infants

DEMONSTRATION:

Ask instructor for materials needed for making an infant toy.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

PERFORMANCE:

Acquire the chart and checklists for this LAP pertaining to Infancy.

EVALUATION:

Notify the instructor when you have compared the chart and checklists. Have the instructor evaluate your work. To complete the LAP, 80% completion is necessary on the charts and checklists. 100% is needed when making the infant toy.

SUMMARY:

Upon completion, you should understand the following:

1. The importance and procedures for infancy stimulation.
2. Understand the developmental growth of an infant in all areas.
3. How to make and what types of games to be used with infants.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.03

Date Published: 6-6-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Discipline -- Social Emotional Growth

INTRODUCTION:

This LAP will give you ways to treat different discipline situations. It will also give you a background of social-emotional growth of children. Before starting, complete the LAP pertaining to Infancy.

REVIEW:

It is important to know the different types of discipline because every child is different. Different children react to discipline in different ways. Understanding of social-emotional growth is necessary to know what is normal or abnormal in a child's development.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Complete different discipline situations and how to treat them.
2. Set up behavior modification chart.
3. List social-emotional development for ages 0-5.

DISCUSSION:

1. Participate in discussion of different types of discipline situations.
2. Become involved in setting up a behavior modification for a behavior situation.
3. Participate in a group developmental game dealing with social-emotional growth.
4. Review and read the following:
    a. Films -- #8 and #9.
    b. Caring for Children, pages 249-299.
    c. Facts and Fancies, pages 32-66.
    d. How to Start and Operate a Day Care Home, pages 145-155.
    e. Folder on Discipline.

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

Principal Author(s): Tom Rutschke

PERFORMANCE:

Acquire the checklists for this LAP pertaining to Discipline and Social-Emotional Growth.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. To complete the LAP, 80% is needed on the checklists and charts.

SUMMARY:

Upon completion, you should understand the following:

1. Approaches to use for discipline situations.
2. How to effectively use behavior modification.
3. Social-emotional growth stages for ages 0-5.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.04

Date Published: 6-7-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Language Development

INTRODUCTION:

This LAP will develop methods to provide language development in your home. Before starting, complete the LAP pertaining to discipline and social emotional growth.

REVIEW:

It is important for a day care provider to develop language materials or activities pertinent to developmental needs of children. Language is necessary for many developmental growth areas.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Provide language stimulation activities for children in your care.
2. Make language activity games to be used in your home.
3. Present a puppet show for a group of children.

DISCUSSION:

1. Participate in a group discussion of language development patterns and activities to promote them.
2. Create a language activity game to be used in the Early Childhood area.
3. Design a puppet play for observation by an Early Childhood group.
4. Participate in record expression relating to language.
5. Review and read the following:
    a. Film #11.
    b. Caregiver Training for Child Care, pages 118-125.
    c. Facts and Fancies, pages 78-80.
    d. Caring for Children, pages 510-515.
    e. Folder on Language Development.

DEMONSTRATION:

Ask instructor for material pertaining to observations needed to demonstrate for the Early Childhood area.

Principal Author(s): Tom Rutschke

PERFORMANCE:

Acquire the checklists and materials needed to complete this LAP.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. To complete this LAP, you must complete 80% in the language development unit. 100% is needed for the language games and the puppet show.

SUMMARY:

Upon completion you should understand the following:

1. Language activities for children in your care.
2. How to create games to stimulate language development.
3. How to express yourself through puppets.
4. The importance of expression through music.

After successful completion, fill out the SPR and proceed to the next LAP.

File Code: 68.01.02.05

Date Published: 6-7-78

Family Education Program

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Large Motor Development (Physical)

INTRODUCTION:

This LAP will demonstrate physical activities to be used with different age levels. Before starting, complete the LAP pertaining to Language.

REVIEW:

through

It is important for children to be involved in large muscle activities. Trhough this development many skills can be learned. It is an important aspect of learning, because of the continual movement of children.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. List physical activities for infancy through five year olds.
2. Understand the importance of movement using records.
3. Develop creative dramatics for physical development.
4. Prepare a list of items to be used for physical development.

DISCUSSION:

1. Participate in charting physical development for infants through five year olds.
2. Listen and discuss the importance and techniques of using records.
3. Participate in a discussion of creative dramatics.
4. Participate in an equipment discussion reflecting physical growth.
5. Review and read the following:
   a. Film #12
   b. Caregiver Training for Child Care, pages 131-132.
   c. Caring for Children, pages 54-73.

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

Principal Author(s): Tom Rutschke

PERFORMANCE:

Acquire the charts and checklist for this LAP pertaining to large motor development.

EVALUATION:

Notify the instructor when you have compared the charts and checklist. Have the instructor evaluate your work. To complete, you must have 80% on the physical activities and materials, and 100% on the records and dramatics section.

SUMMARY:

Upon completion you should understand the following:

1. Physical activities to be used for developmental growth.
2. The importance of movement using records.
3. The use of creative dramatics for large muscle development.
4. The materials needed to promote physical development.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.06

Date Published: 6-7-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Cognitive

INTRODUCTION:

This LAP will involve you in discussions and developments of cognitive activities. Before starting, complete the LAP pertaining to Large Motor Development (Physical).

REVIEW:

It is important as a provider that you are able to relate cognitive activities to a child's age level and growth. Through cognitive development the children will be able to problem solve and make decisions.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart cognitive activities according to age groups.
2. Design a form to work up cognitive activities.
3. Make a game to be used in your home.

DISCUSSION:

1. Participate in a discussion of cognitive activities reflective of age groups.
2. Participate in overview of format used to make an activity.
3. Create an activity to be used in the Early Childhood area.
4. Review and read the following:
   a. Film #9
   b. Caring for Children, pages 74-93, 535-538.
   c. Caregiver Training for Child Care, pages 106-113.
   d. Pamphlets on Cognitive Growth.

DEMONSTRATION:

Ask the instructor for the materials needed to prepare the activity to be used in the Early Childhood area.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

PERFORMANCE:

Acquire the chart, form and materials for this LAP pertaining to cognitive development.

EVALUATION:

Notify the instructor when you have compared the materials. Have the instructor evaluate your work. To complete this LAP, you will have to complete 80% in the cognitive activities section and 100% in the activities form and the activity game.

SUMMARY:

Upon completion, you should understand the following:

1. Some activities to use in your home reflective of the age of the children.
2. The need for planning and using a form for activities.
3. How to make a cognitive activity.

After successful completion, fill out the SPR and proceed to the next LAP.

File Code: 68.01.02.07

Date Published: 6-11-78

Family Education Program

Learning Activity Package

Student:

Date:

PERFORMANCE ACTIVITY: Creativity

INTRODUCTION:

This LAP will give you insights into the different media of creativity and some of the specialties within that area. This will help you to understand the stages and how to plan for your group. Before starting, complete the Cognitive LAP.

REVIEW:

It is important that a child be creative. During creative times, he may express himself either verbally, non-verbally, or through actions.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. List art materials that you can use in your home.
2. Develop a list of creative media.
3. Develop an art project for the ECE area.

DISCUSSION:

1. Participate in a discussion of the different materials used in creativity.
2. Participation in the different medias of creativity discussion.
3. Develop an art lesson to be used in the ECE area.
4. Read the following:
    a. Caregiver Training for Child Care, pages 151-158.
    b. Caring for Children, pages 507-509.
    d. Pamphlets -- Folder on Creativity.

DEMONSTRATION:

Have the instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklists and the materials needed for this LAP pertaining to creativity.

Principal Author(s): Tom Rutschke

EVALUATION:

Notify the instructor after you have completed any of the sections. To complete this LAP 80% must be completed regarding the art materials and the creative media sections. All items must be complete in the art project section.

SUMMARY:

Upon completion you should have indicated the following:

1. The importance of creativity in the early years of development.
2. The different materials and media to be used with creativity.
3. How to develop an art project to be used with children.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.08

Date Published: 6-7-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Science

INTRODUCTION:

This LAP will give you different types of activites to promote science awareness in your home. Before starting, complete the LAP pertaining to Creativity.

REVIEW:

It is important that children are involved in science activities. These activities will promote responsibility and temporal relations. Most of the activities are hands on, which are important to children.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. List different types of poisonous plants.
2. List science materials that you may use in your home.
3. Plan science activities to promote responsibility.

DISCUSSION:

1. Participate in discussion of poisonous plants.
2. Participate in discussion of science activities.
3. Write a plan for a science activity using a form.
4. Read the following:
   a. Facts and Fancies, pages 57-70.
   b. Pamphlet on Science

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklist and form for this LAP pertaining to Science.

Principal Author(s): Tom Rutschke

EVALUATION:

Notify the instructor when you have comapred the checklist and the form. Have the instructor evaluate your work. 100% is needed on the science activity and 80% is needed in the other two sections.

SUMMARY:

Upon completion you should understand the following:

1. Science activities to use in your home to promote responsibility.
2. Plants that are non-poisonous and poisonous.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.02.09

Date Published: 6-8-78

Learning Activity Package

Student: ____________

Date: ____________

PERFORMANCE ACTIVITY: Handicapped Children

INTRODUCTION:

This LAP will introduce you to different handicaps of children. This will help you to develop and understand the handicaps. Before starting, complete the LAP pertaining to Science.

REVIEW:

It is important for you to identify and develop handicaps. You will have to remember that handicapped children need more patience and understanding. It will help you to establish resources in your community to deal with handicapped children.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Detect some handicaps of children and how to develop the handicaps.
2. Establish a list of community resources.

DISCUSSION:

1. Participate in discussion of the different types of childhood handicaps.
2. Involve in checklist preparation for resources.
3. Read the following:
    a. The Vulnerable Child

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire checklists for this LAP pertaining to handicapped children.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. 80% is needed to complete this LAP.

SUMMARY:

Upon completion you should understand the following:

1. How to identify and develop activities for childhood handicaps.
2. Know where to find resources in your community.

After successful completion, fill out the SPR and proceed to the next LEG.

File Code: 68.01.03.00

Date Published: 11-20-78

Family Education Program

Learning Experience Guide

UNIT: CHILD CARE

DESCRIPTION:

Your knowledge of child care will assist you to plan your meals and the child's safety in play.

GOAL:

Upon completion of this unit, the student will be able to relate to the following child care units; children's play, first aid and safety, nutrition and school age children.

RATIONALE:

Knowledge of child care will enable the provider to act quickly and responsibly to any incident in the home. Since nutrition is an important aspect to learning, developing menus for appropriate age groups is necessary.

OBJECTIVES:

1. Ability to recognize symptoms of minor diseases.
2. Ability to apply first aid when necessary.
3. Develop play opportunities relating to social behavior.
4. Use play as a decision making time.
5. Design menus applicable to different age groups. Include U.S.D.A. requirements while making out menus.
6. Understand the needs of school age children.

RESOURCES:

Printed

Caring For Children -- pages 12-24, 94-103, 149-206, 483-492.
Facts and Fancies -- pages 29-31, 47-53.
Caregiver Training For Child Care -- pages 130-145.
Infant Care -- pages 65-89.
Poster -- Communicable Diseases.
Folders containing child care practices for day care homes.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

AUDIO VISUALS:

Safety and Health -- #4
Sleeping, Eating and Toilet Training -- #5
The Child Plays -- #12.

GENERAL INSTRUCTION:

Participate in group discussions. Complete assignments according to LAP's. Present activities for observation. Read resources and view films.

PERFORMANCE ACTIVITY:

.01 Children's Play
.02 First Aid and Safety
.03 Nutrition
.04 School Age Children

EVALUATION:

1. Complete a matching game relating first aid procedures with accidents or diseases.
2. List diseases and symptoms that correspond.
3. Categorize non-hazardous and hazardous toys.
4. Plan nutritional menus to accommodate all age levels.
5. List importances of play for children.
6. Observe play in the Early Childhood area.
7. List activities and materials needed for school age children.

FOLLOW-THROUGH:

Begin the LAP entitled, "Children's Play".

Family Education Program

File Code: 68.01.03.01

Date Published: 11-20-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: The Importance of Play

INTRODUCTION:

This LAP will give you input into the importance of play. This will help you understand the importance of it in day-to-day routines. Before starting, read the LEG pertaining to Child Care.

REVIEW:

It is important that a provider learn the importance of play. During play, children make decisions and problem solve. Another important factor is the social aspect of play.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart the important aspects of play.
2. Observe and list play displayed by children.

DISCUSSIONS:

1. Participate in a discussion of the importance of play.
2. Observation of children's play in the Early Childhood area.
3. Review and read the following:
    a. Film #12.
    b. Caregiver Training for Child Care -- pages 130-145.
    c. Care for Children -- pages 94-103.

DEMONSTRATION:

Have the instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklists for this LAP pertaining to play.

Principal Author(s): Tom Rutschke

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. To complete this LAP, 80% must be correct in the out work.

SUMMARY:

Upon completion you should understand the following:

1. The importance of play in a child's developmental growth.
2. Recognize the different types of play reflective of social and cognitive growth.

After successful completion, fill out the SPR and proceed to the next LAP.

Family Education Program

File Code: 68.01.03.02

Date Published: 11-21-78

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: First Aid and Safety

INTRODUCTION:

This LAP will give you insight on first aid procedures applicable to your home. It will be necessary to understand them for the well being of the child. It will give you safety procedures to use in the home.

REVIEW:

It is important for a provider to know how to react in case if first aid is needed. The children depend on your dugement for their comfort. Making your home safe will help to eliminate some first aid.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart first aid procedures in reference to injuries or illnesses.
2. Chart safety regulations to use in your home.
3. Distinguish between non-hazardous and hazardous toys.

DISCUSSION:

1. Participate in a discussion of first aid procedures to use at home.
2. Participate in detection of illness discussion.
3. Become involved in charting safety practices in your home.
4. Participate in non-hazardous and hazardous toys discussion.
5. Review and read the following:
    a. Film #4.
    b. Infant Care -- pages 65-89.
    c. Poster -- Communicable Diseases.
    d. Pamphlet on Safety.

DEMONSTRATION:

Have your instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklist and charts for this LAP pertaining to first aid safety.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

EVALUATION:

Notify the instructor when you have compared the checklist and charts. Have the instructor evaluate your work. 80% of the terms must be included in the first aid treatment, the safety regulations for the home and the hazardous toys section. All of the items must be included in the communicable disease section.

SUMMARY:

Upon completion you whould understand the following:

1. How to administer first aid in your home.
2. How to detect illnesses and what to do in case of an illness.
3. How to arrange your home to prevent accidents.
4. The correct toys to use in your home.

After successful completion, fill out the SPR and proceed to the next LAP.

File Code: 68.01.03.03

Date Published: 11-21-78

Family Education Program

Learning Activity Package

Student: ______________________

Date: ______________________

PERFORMANCE ACTIVITY: Nutrition

INTRODUCTION:

This LAP will help you to develop menus to meet nutritional needs of the children. It will give you examples of record keepint for tax purposes. Before starting, complete the LAP pertaining to First Aid and Safety.

REVIEW:

It is important for you to know the U.S.D.A. requirements. Since the different children have different needs, it is important for you to know these needs. Proper record keeping and planning are needed for food preparation and purchasing.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Chart U.S.D.A. requirements from infancy through six years old.
2. Plan a menu for a week. Include ages three through six.
3. Prepare a nutritious snack for the preschool area.
4. Chart attendance for the children in your care.

DISCUSSION:

1. Participate in a discussion of U.S.D.A requirements for infants and preschoolers.
2. Participate in foods to be included in menus.
3. Plan for snack ideas with the group.
4. Participate in logging attendance discussion.
5. Review and read the following:
    1. Film #5.
    2. Caring For Children -- pages 149-206, 483-492.
    3. Facts and Fancies -- pages 47-53.

DEMONSTRATION:

Ask the instructor for materials needed to prepare the necessary snacks.

PERFORMANCE:

Acquire the charts and checklists for this LAP pertaining to nutrition.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

EVALUATION:

Notify the instructor when you have compared the charts and checklists. Have the instructor evaluate your work. To complete this LAP, all sections must be complete.

SUMMARY:

Upon completion you should understand the following:

1. The requirements established by the U.S.D.A.
2. How to plan menus for ages 0-6 years old.
3. The importance of food nutrition and record keeping.
4. Learning expenses obtained while cooking.

After successful completion, fill out the SPR and proceed to the next LAP.

File Code: 68.01.03.04

Date Published: 11-21-78

Family Education Program

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: School Age Care

INTRODUCTION:

This LAP will introduce you to care for school age children. It will help you to prepare materials and responsibilities for school age children. Before starting, complete the LAP pertaining to Nutrition.

REVIEW:

It is important for a day care provider to promote stimulation and responsibilities for the school age child. This will enable the child to advance frustrations and give him some positive strokes.

SKILL COMPETENCY:

Upon successful completion of this LAP, you will be able to do the following:

1. Develop self-esteem and responsibilities for school age children.
2. Acquire materials needed for school age children.

DISCUSSION:

1. Participate in a discussion of the school age children.
2. Make a list of materials needed for school age children.
3. Read the following:
   a. Caring For Children -- pages 12-24.
   b. Facts and Fancies -- pages 29-31.

DEMONSTRATION:

Have the instructor demonstrate if you have any problems.

PERFORMANCE:

Acquire the checklists for this LAP pertaining to school age children.

EVALUATION:

Notify the instructor when you have compared the checklists. Have the instructor evaluate your work. 80% is needed on the Unit for completion.

Principal Author(s): Tom Rutschke

Family Training Center, Inc.

SUMMARY:

Upon completion you should understand the following:

1. The importance of self-esteem for school age children.
2. Materials needed to provide stimulation.

After successful completion, fill out the SPR and proceed to the next LEG.

MONTANA LICENSING

Complete a Montana licensing form and the vouchers used for this area. Hand in to instructor upon completion.

1. Montana Application

2. Family Training Center Voucher

3. Social Service Voucher

TAX AND INSURANCE FOR A DAY CARE HOME

List 8 items that are tax deductible for a day care home. State the reasons that insurance is a necessity in a day care home. Hand in to the instructor for review after completion.

1.

2.

3.

4.

5.

6.

7.

8.

Insurance needs:

1.

2.

3.

POLICIES OF A DAY CARE HOME

Complete the following policies that you will use in your home. Check with instructor after completion.

1. Payment of parent

2. Notification of absenteeism

3. Appropriate dress

4. Informal illness detection upon entering home

5. Pick-up time and delivery and by whom

6. Food services provided

7. Communication between parent and provider

RECORD KEEPING

Develop charts that you will use for record keeping in your home. Check with instructor after completion.

1. Chart for children

2. Chart for food or meals

3. Expense record and what to include

GROUP REVIEW OF CHAPTERS AND PAMPHLETS

1. Why insurance and where you may obtain it.

2. The importance of record keeping in day care.

3. Why to have policies in your home.

4. Final review of Montana licensing requirements.

5. Keep track of the participation in the review. They must participate in three of the five topics.

COMMUNICATIONS BETWEEN PROVIDER AND PARENT

Complete the following units to be used as an information sheet in your home. Check with instructor after completion.

1. Vital statistics:

2. Language:

3. Developmental growth:

4. Discipline:

5. Medicine:

6. Others:

PARENT COMMUNICATIONS

A parent brings you a child in the morning and tells you the following, "Jimmy's impossible this morning. He wouldn't get dressed or eat or get out of the car. I hope you can do something with him." What would you do to improve the child's self-concept and help him to move into the routine? Hand in to the instructor after completion.

What might the parent have done to make the situation better?

RULES IN YOUR HOME

Develop a set of rules that you will be consistent in using. Check with instructor after completion.

1. Indoor rules:

2. Oudoor rules:

3. Discipline in your home:

DAILY ROUTINE OR SCHEDULE

Develop a schedule to be used in your home. Include in your schedule an approximate time and the following areas. Remember to balance noisy and quiet times. Check with instructor after completion.

1. Free play
2. Snacks and meals
3. Activities (cognitive)
4. Large muscle play
5. Quiet time or story
6. Nap time
7. Outdoor time
8. Language or music development

ZONING OF YOUR HOME

Develop areas in your home to instill independence and responsibility. Include the following in zoning of your home. Draw a diagram of your home and zone it. Check with instructor after completion.

1. Manipulative activities area -- use boxes

2. Large area for movement

3. Rest area

4. Art area

5. Story area

6. Dress-up clothes

REVIEW OF THE ROLE OF THE DAY CARE PROVIDER

1. The importance of direct communication between parents and provider.

2. Why to have the following:

   a) schedules
   b) zoning
   c) rules

3. In this review, keep track of the student's verbalization referring to knowledge of the area. They must participate in three of the four areas.

COMMUNITY RESOURCES

List four community resources and how they can be used:

A.

B.

C.

D.

LOCATE LICENSE AGENCY IN YOUR STATE

Ask the instructor to give you the state requirements for the state you are planning to move to. Answer the following questions reference the state. Hand in to the instructor after completion.

Type of facility: ______________________________

Number of children to be licensed for: __________

License or registration: ______________________

Length of License: ____________________________

Records needed: _______________________________

____

____

____

Nutrition requirements needed:

Physical aspects of your home:

What type of activities would you provide for infants?

What educational experience would you provide?

TYPES OF BEAUTIFUL JUNK

What can be found in the following areas? List items that can be found in each of these areas.

A. Grocery Store:

B. Writing Desk:

C. Kitchen:

68.01.01.03

CHILDREN'S BOOK LIST

List books and appropriate age levels to correspond to the books.

	Title	Author	Age to be Used With
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

GROUP REVIEW OF CHAPTERS AND PAMPHLETS

1. What is the importance of a knowledge of your community?

2. Explain why you should have a children's book list.

3. What is the importance of beautiful junk?

4. The student must participate in two of the three topics in order to complete.

CHILD DEVELOPMENT -- PERSONALITY STAGES

Chart the personality stages according to Erickson's theory. Chart the stages through the preschool year. Include developments in the stages. 100% of the headings is required.

	AGE	BASIC STAGE	POLARITY	VIRTUE
I				
II				
III				

CHILD DEVELOPMENT -- COGNITIVE DEVELOPMENT

Develop a chart for the characteristics of cognitive develop according to Piaget. Write characteristics for each period.

Sensori Motor Period (birth to 24 months):

1.
2.
3.
4.
5.
6.
7.
8.

Preoperational Period (2 to 4 years):

1.
2.
3.
4.
5.
6.
7.
8.

Intuitive Stage (4 to 7 years):

1.
2.
3.
4.
5.
6.

68.01.02.01

CHILD DEVELOPMENT -- THE STORY OF "THE LITTLE BOY"

Write an article about self concept using this story. Include the boy's teachers and importance in the child's life.

THE LITTLE BOY

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem quite so big any more.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures,
He could make all kinds.
Lions and tigers,
Chickens and cows, trains and boats,
And he took out his box of crayons
And began to draw.

But the teacher said: "Wait!
It is not time to begin."
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.

But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this.
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

On another day, when the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.

He could make all kinds of things with clay.
Snakes and snowmen,
Elephants and mice, cars and trucks,
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
He liked to make dishes.
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!"
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his dishes better than the teacher's.
But he did not say this.
He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.

And pretty soon
He didn't make things of his own any more.
Then it happened
That the little boy and his family

Moved to another house.
In another city,
And the little boy
Had to go to another school.

This school was even bigger
Than the other one,
And there was no door from the
  outside
Into his room.
He had to go up some big steps.
And walk down a long hall
To get to his room.

And the very first day.
He was there,
The teacher said:
"Today we are going to make a
  picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what do so.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make
  a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it,"
  said the teacher.
"How shall I make it?" asked the
  little boy.
"Why, any way you like," said the
  teacher.
"And any color?" asked the little
  boy,
"Any color," said the teacher,
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little
  boy,
And he began to make a red flower
  with a green stem.

- Helen E. Buckley

INFANCY

Complete the following chart according to areas of developmental growth. After completion, hand in to instructor for evaluation.

SOCIAL

1.
2.
3.
4.

LANGUAGE

1.
2.
3.
4.

SELF-HELP

1.
2.
3.
4.

COGNITIVE

1.
2.
3.
4.

MOTOR

1.
2.
3.
4.

INFANT TOY AND USE

Make an infant toy and write in the following outline its characteristics for development. After completion, hand toy and paper in for evaluation.

1. Name of toy:

2. How toy will help infant stimulation:

3. Materials needed:

INFANT GAMES

Develop a list of games that you can use with infants in your home. After completion, hand in to instructor for evaluation:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

DISCIPLINE

Answer the following discipline situations. Upon completion, hand in to instructor for evaluation.

1. To be effective there must be no desirable stimuli for the child when placed in time-out. Which of the following would be effective?

   a. Placing a child by toys.
   b. Placing a child beside the group.
   c. Placing a child away from everything in a chair and blank walls beside him.
   d. Having a child do odd jobs.

2. An instructor has difficulty with children shouting out answers while in large group. What should she do when the child takes turns and answers quietly?

3. An instructor saw John throw a toy and made him stay in while the rest of the group went outside. After observing this interaction, Gene would be (more, less) likely to model the behavior of John.

4. As an example of successive approximation, an instructor has a child who does not sit during a lesson. The instructor wants the student to sit for six minutes. The longest he sits is four minutes. What should the instructor do?

5. If a child continually hits other children, and after doing this, he must punch a bag for a period of time. Chances are his hitting will (increase or decrease)?

6. Charley is hitting and pushing while putting clothing on to go outdoors. What could the instructor do for a short term change?

BEHAVIOR MODIFICATIONS

Develop the correct steps to modify the following child's behavior. Use the behavior modification technique. Hand in to instructor for evaluation when completed.

John is hitting excessively while in the classroom:

__Modification Plan__

1.

2.

3.

4.

5.

SOCIAL-EMOTIONAL DEVELOPMENT

List characteristics of the following age groups in correspondence to their social-emotional growth. Hand in to instructor for evaluation.

Birth to one year old:

1.
2.
3.

One to two years old:

1.
2.
3.

Two to three years old:

1.
2.
3.

Three to four years old:

1.
2.
3.

Four to five years old:

1.
2.
3.

LANGUAGE DEVELOPMENT

List language abilities appropriate for the following age groups. Hand in to instructor for evaluation.

Ages -- 0-1 year old:

1.
2.
3.

Ages -- 1-2 years old:

1.
2.
3.

Ages -- 2-3 years old:

1.
2.
3.

Ages -- 3-4 years old:

1.
2.
3.

Ages -- 4-5 years old:

1.
2.
3.

LANGUAGE GAME

Develop a language game to be used in your home. Make the game to include ages in your home. Use the following outline for your game. After completion of the outline, hand into instructor for evaluation. If it is correct, acquire materials from the instructor. Upon completion of the game set up time to use it in the nursery area.

OBJECTIVE: (What do you want the child to learn?)

ACTIVITIES: (How?)

MATERIALS: (What am I going to need to achieve?)

EVALUATION:

PUPPET PLAY FOR LANGUAGE DEVELOPMENT

Using puppets for language development, plan a puppet activity. This may or may not be demonstrated depending on age of children.

PHYSICAL ACTIVITIES

Develop a chart for physical development for the listed age groups. Hand in to the instructor for evaluation after completion.

0-1 year old:

1.
2.
3.

1-2 years old:

1.
2.
3.

2-3 years old:

1.
2.
3.

3-4 years old:

1.
2.
3.

4-5 years old:

1.
2.
3.

MOVEMENT USING RECORDS

Using the records in the room, develop a game. Use the daily directed activity form. Hand in to the instructor after completion.

CREATIVE DRAMATICS

Develop two creative dramatics games that promote physical development. Use daily directed activity sheet.

PHYSICAL DEVELOPMENT MATERIALS

Develop a list of items to be used in your home to promote physical development. Hand in to the instructor after completion.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

68.01.02.06

COGNITIVE ACTIVITIES

Place the following activities into their correct age group. Remember when doing this to figure the average child's development. Hand in to the instructor after completion for evaluation.

Place letter in age groups

A. Points to named object
B. Removes object from open container
C. Draws (+) in imitation
D. Matches symbols (letters or numbers)
E. Places peg in pegboard
F. Names three shapes; square, triangle and circle
G. Draws a man completely
H. Matches like objects
I. Points to 10 body parts on command
J. Removes circle from a form board
K. Names 8 colors
L. Completes three piece form board
M. Repeats finger plays
N. Stacks three blocks
O. Matches geometric forms with pictures of shape

Age Levels

0-1
_____
_____
_____

1-2
_____
_____
_____

2-3
_____
_____
_____

3-4
_____
_____
_____

4-5
_____
_____
_____

ACTIVITY FORM

Prepare an activity form to be used in your home. Include all necessary steps to achieve a final goal. Hand in to the instructor upon completion.

COGNITIVE GAME

Develop a cognitive game to be used in the nursery area. Follow these steps for completion:

1. Write up activity (use daily directed activity sheet)

2. Make game

3. Set up time for presentation in the nursery.

4. Present activity in nursery.

5. Evaluate your presentation with your instructor.

After completing each step, take to the instructor for an evaluation.

ART MATERIALS

Develop a list of materials that can be used in your home. Hand in to the instructor for evaluation.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

ART PROJECT

Develop an art project to be used in your home. Use the daily directed activity form. Ask the instructor for materials needed. Hand in the activity sheet to the instructor after completion. A time will be established for presentation of your art activity.

CREATIVE MEDIA

Develop the following creative media. Explain how you would use them in your home. Hand in to the instructor after completion.

ART

DRAMATICS

LARGE MUSCLE MOVEMENT

CREATIVE MEDIA

Develop the following creative media. Explain how you would use them in your home. Hand in to the instructor after completion.

ART

DRAMATICS

LARGE MUSCLE MOVEMENT

PLANTS

Using the following list of plants, match them to their characteristics and identities. Hand in to the instructor after completion.

1. Daffodill _____
2. Poinsetta _____
3. Dieffenbachia (Dunb Cane) _____
4. Foxglove _____
5. Potato _____
6. Rhubarb _____
7. Elderberry _____
8. English Ivy _____
9. Alphalpha _____
10. Jimson Weed _____

A. Toxic part are sprouts or green coloring. Can be fatal.

B. Toxic part are the sprouts. Fatal if eaten in large quantity without other foods.

C. Toxic parts are the roots and the leaves. Children have been poisoned by using pieces of the stems for blow guns. Nausea and digestion upset.

D. All parts toxic. Intense burning and irritation of the mouth and tongue. Death can occur if base of the tongue swells enough to block the air passage of the throat.

E. Toxic part are the leaves. In large amounts cause irregular heart and pulse beat. Causes digestion upset and mental confusion. May be fatal.

F. Toxic parts are leaves and berries. General excitement, difficulties in breathing, coma.

G. Toxic parts are leaves and stems. Fatal One leaf can kill a child. Sap can cause skin irritation and, if rubbed in eyes, blindness.

H. Toxic part is the leaf blade. Fatal. Large amounts of raw or uncooked leaves can cause convulsion, coma, followed rapidly by death.

I. All parts toxic. Abnormal thirst, distorted vision, delirious, incoherence and coma. Common cause of poisoning. Has proved fatal.

J. Toxic part is the bulb. Nausea, vomitting, diarrhea. May be fatal.

SCIENCE AREA

List eight items that you can use in your Science Area. Explain the purpose of each. Hand in to instructor after completion.

1.

2.

3.

4.

5.

6.

7.

8.

SCIENCE ACTIVITY

Write a science plan using the daily directed activity form. Remember to include all parts of the form. Attain form from the file. Hand in to the instructor after completion.

HANDICAPPED CHILDREN

List characteristics, exercises or symptoms of the following handicaps. Hand in to the instructor after completion.

MOTOR

1.
2.

VISION

1.
2.

HEARING

1.
2.

ALLERGIES

1.

ANXIETY

1.

FEARS

1.
2.

STRESS

1.
2.

COMMUNITY RESOURCES

Develop a list of resources you may gain help from, after detecting a probable handicap. Hand in to the instructor after completion.

1.

2.

3.

4.

5.

6.

PLAY

Chart the learnings that may come about reflective of play in the following areas. When you have completed the chart, hand into the instructor for evaluation.

Trucks & Blocks Area

1.

2.

3.

4.

5.

Housekeeping Area

1.

2.

3.

4.

5.

Game Area

1.

2.

3.

4.

5.

Paint Area

1.

2.

3.

4.

5.

OBSERVATION OF PLAY

Observe play in your day care home. Look for the following characteristics of play.

Areas in your home used for dramatic play.

1.

2.

3.

Media used in play.

1.

2.

3.

Things learned during play.

1.

2.

3.

First Aid Treatment

Complete the following treatments regarding first aid in your home. When you have completed the chart hand into instructor for evaluation.

Breathing

1.
2.
3.
4.
5.
6.

Bleeding

1.
2.
3.
4.
5.
6.

Bones

1.
2.
3.
4.
5.
6.

First Aid Treatment(cont.)

Burns

1.

2.

3.

4.

5.

6.

Poisoning

1.

2.

3.

4.

5.

Shock

1.

2.

3.

4.

Safety Around The Home

Under each of the sub-topics list three things to prevent injury. Hand into instructor upon completion for evaluation.

Automobile

1.
2.
3.

Burns & Fire

1.
2.
3.

Falls

1.
2.
3.

Poisons

1.
2.
3.

Water

1.
2.
3.

Toy Safety

List five criteria you would use when you are buying toys. Hand into instructor for evaluation upon completion.

1.

2.

3.

4.

5.

List three things to look for on outdoor equipment.

1.

2.

3.

Communicable Diseases

Using the chart for communicable diseases, prepare your own copies of the chart. Hand into instructor after completion. The charts may be obtained from the instructor.

Disease	Incubation Period	Early Symptoms	Contagious Period	Guidelines for school Attendance	Preventive Measures	Immunizations
Chicken Pox						
Pink Eye						
Diarrhea						
Hepatitus						
Impetigo						

Disease	Incubation Period	Early Symptoms	Contagious Period	Guidelines for school Attendance	Preventive Measures	Immunization
Lice						
Measles						
Mumps						
Scabies						
Sore Throat (Strep)						

Nutrition

Prepare a meal pattern that includes all of the U.S.D.A. requirements for each section. Hand into instructor after completion for evaluation.

Breakfast

Lunch

P.M. Snack

68.01.03.03

Answer Key - Infant Requirements

To complete, the student must have all the following items included in their chart.

Breakfast

Infant Formula - Iron Fortified
Infant Cereal - Iron Fortified

Lunch

Infant Formula - Iron Fortified
Infant Cereal - Iron Fortified
Strained, chopped or mashed fruit or vegetable
Strained meat, fish, poultry, or egg yoke or cheese or cottage cheese, cheese or spread (after 4 months)

MENU PLANNING

Plan a menu for a week. Be sure to include all U.S.D.A. requirements. Do not duplicate a day. After completion hand into instructor for evaluation.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast Juice or Fruit Cereal or Bread Milk Other Foods					
Lunch Meat or Alternative Vegetables & Fruit Bread Milk Other Foods					
P.M. Snack Milk or Juice Bread or Cereal					

School Age Care

List five items that would help to promote self-esteem in the school age child. Upon completion hand into instructor for evaluation.

1.

2.

3.

4.

5.

68.01.03.04

Materials for School Age Children

List the types of materials you would have in your home to promote growth for the school age child. Hand into instructor for evaluation after completion.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

DAILY DIRECTED ACTIVITY

Name: ______________________________ Date: ______________

OBJECTIVE: (What do you want the child to learn?)

ACTIVITIES: (How)

MATERIALS: (What am I going to need to achieve the objective?)

DAILY EVALUATION:

68.04.01.00
3-29-79

DAILY DIRECTED ACTIVITY

Name: ____________________ Date: ____________

OBJECTIVE: (What do you want the child to learn?)

ACTIVITIES: (How?)

MATERIALS: (What am I going to need to achieve the objective?)

DAILY EVALUATION:

COMPETENCY V: Home-Center Coordination

FUNCTIONAL AREA 12:

HOME-
CENTER

WHAT YOU WILL BE ABLE TO DO . . .

1. become familiar with the child and his parents at the time of enrollment.
2. familiarize parents with Head Start program aspects.
3. share information about children regularly and openly with their parents.
4. communicate with parents to set goals for the child based on the parents' values and priorities.
5. assist parents in understanding general early childhood development.
6. seek ideas and assistance from parents in assuring that the program reflects and respects their culture and attitudes.
7. include in the curriculum important elements of the cultural backgrounds of the families being served.
8. use parents' interests, abilities, and talents in the educational program.
9. encourage parents in working with their own children outside of the center.
10. help parents begin to use community resources.
11. relate the value of a home-center partnership to cultural enrichment.
12. relate the value of a home-center partnership to social competence.
13. relate the value of a home-center partnership to language skills.

COMPETENCY V: Home/Center Coordination

FUNCTIONAL AREA 12: HOME-CENTER

Candidate established positive and productive relationships with parents and encourages them to participate in the center's activities.

PRE-POST ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further trining on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in the entire area: ______ date ______ Candidate

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . become familiar with the child and his parents at the time of enrollment.

CHECKING YOURSELF OUT . . .

In the space to the left of each criteria, write the initials to indicate the way you received information about each child at the time of enrollment, e.g.:

EA - enrollment application
Q - questionnaire
HV - home visit
C - conference
PC - phone conversation
MH - medical history
OS - other staff

Now plan and write down three ways of gathering specific information you need and do not yet have.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

Received information about:

a) ____ Child's place in family, number of child
b) ____ Ages of children in family.
c) ____ Names of child's major caretakers (babysitter, relatives, etc.)
d) ____ Ethnic and cultural background of family
e) ____ Language spoken in home.
f) ____ Special medical problems of child (handicapping conditions , allergies, hereditary problems.)
g) ____ Significant life events (hospitalization and injuries of child or family, deaths, moves, separations.)
h) ____ Special emotional problems of child.
i) ____ Special interests of the child.
j) ____ Parent-child home activities.
k) ____ Parents' educational priorities and goal for child.
l) ____ Child's preparation for school; other experiences with children in group settings.
m) ____ Working hours of parents.
n) ____ Persons authorized to pick child up at center.
o) ____ Parents' skills and talents.
p) ____ Ways parents would like to participate i the program.
q) ____ Other community agencies with which fami has contact.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . familiarize parents with Head Start program aspects.

CHECKING YOURSELF OUT . . .

In the space to the left of each criteria, write the initials to indicate the way you shared this information with parents at the beginning of the year, e.g. phone converations (phc), pamphlets (pa), posters (p), slide presentations (sp), films (f), speakers (s), tour (t), calendar of activities (ca), newsletter (n), displays (d), open house (oh), panels of former parents (fp), organizational charts (oc), parent conferences (pc), center meetings (cm), staggered enrollment (se).

Now plan and write down three ways of sharing specific information with parents they need and do not yet have.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

Shared information with parents about:
a) ______ program philosophy.
b) ______ overview of components of Head Start.
c) ______ classroom operations.
d) ______ times and days of attendance.
e) ______ facilities.
f) ______ center telephone number.
g) ______ transportation, bus schedule.
h) ______ appropriate dress for children.
i) ______ lunch and snack provisions.
j) ______ safety and emergency procedures.
k) ______ parent involvement in the classroom.
l) ______ daily schedule.
m) ______ curriculum.
n) ______ parent input into curriculum.
o) ______ procedures for first days of school (expectations for both parent and child.)
q) ______ other (specify) ______________

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . share information about children regularly and openly with their parents.

CHECKING YOURSELF OUT . . .

For a one week period, record each contact you make with parents in which you share specific information about their children. Include what you think the contact accomplished. Describe how you think the sharing affected the parent and the child.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) _____ Initiates many informal and positive contacts with the home from the very beginning.

b) _____ Sends children's work home, frequently adding a comment in writing.

c) _____ Makes a specific comment about the child'

day when parents pick the child up.

d) _____ Sends home newsletter periodically including past and future class events, announcements, and each child's name on a regular basis.

e) _____ Makes home visits at a time pre-arranged with the parents.

f) _____ Provides information written to parents in parents' first language.

g) _____ Communicates to parents via telephone of positive things about child.

h) _____ Responds quickly, thoroughly and courteously to parents' requests for informati

about their children or about the progra

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . communicate with parents to set goals for the child based on the parents' values and priorities.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Explain three methods you use to find out what parents feel is important for their child to learn. Discuss with your field advisor this information in planning a program for individual children.	a) ______ Identifies needs and interests of child through visits, observations, records and discussions with the parents. b) ______ Explores parents' goals by asking such questions as, "What do you hope Henry will get out of school this year?" or "Are there some things that you would particularly like him to learn or ways in which you hope he will grow?" c) ______ Holds scheduled parent conference to identify school-related goals for the child. d) ______ Parent and teacher work out a consistent handling of the child's behavior at home and at school.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . assist parents in understanding general early childhood development.

CHECKING YOURSELF OUT . . .

Use one of the methods listed on this page as well as one of your own to plan a session or activity to help parents gain a better understanding of early childhood development.

Try out the activities and write an analysis of what you did.

Ask your field advisor to observe at least one of the activities.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____ Provides opportunities for parents to observe and discuss preschool programs at work.

b)_____ Arranges for parents to hear from early childhood specialists.

c)_____ Organizes study groups or workshops of parents for the purpose of better understanding their children.

d)_____ Uses selected films, filmstrips, and tapes published by early childhood groups as a basis for parent discussion.

e)_____ Provides ongoing discussion groups under skilled leadership to help parents explore the quality of their relationship with their child.

f)_____ Works with the public library to furnish books and films related to child development.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . seek ideas and assistance form parents in assuring that the program reflects and respects their culture and attitudes.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Give evidence that parents in your classroom are offering ideas and assistance for incorporating their culture into the program activities. Evidence may be in the form of photographs, a documented file of multi-cultural activities that parents have provided, 2-3 parent interviews concerning their evaluation of the multi-cultural activities they have suggested and participated in, etc.	a)_____Parent makes suggestions to teacher and helps plan cultural/ethnic classroom activities. b)_____Parent shares cultural/ethnic background in the classroom, e.g. language, music, holiday celebrations, foods. c)_____Parent observes his/her ideas and suggestions being incorporated into the program.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . include in the curriculum inportant elements of the cultural backgrounds of the families being served.

CHECKING YOURSELF OUT . . .

Select three of the materials and three activities listed on this page or of your own choosing to teach children about cultures of families being served by your program.

Share your plan for including these into the curriculum with your field advisor. Discuss the children's response to the activities.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) ______ Provides individuals who speak the child' first language as resource persons.
b) ______ Provides items and household accessories for role-playing which reflect child's culture.
c) ______ Uses materials relevant to the child's culture in teaching new concepts.
d) ______ Accepts and encourages the speaking of th language spoken in the home.
e) ______ Reads stories to the children to acquaint them with the culture of his classmates.
f) ______ Uses songs and music appreciated in the culture of each child.
g) ______ Includes ethnic foods in the menu.
h) ______ Observes general holidays celebrated by a child, e.g. Martin Luther King Day, Hanukah, Easter, Chinese New Year, Christmas, etc.
i) ______ Uses books, pictures, and films representative of all the children in the classro
j) ______ Displays pictures that each child in the classroom can identify with.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . use parents' interests, abilities, and talents in the educational program.

CHECKING YOURSELF OUT . . .

Make a list of all of the ways parents' interests, abilities, and talents have been used in your educational program during the last month.

Use two of the criteria listed on this page to develop a plan for extending your use of parents. Try out your plan and discuss with your field advisor the parents' reaction to helping in this way.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____ Parents prepare materials.
b)_____ Parents work on a one to one basis with a child.
c)_____ Parents work with a group of children while the teacher works on a one to one basis with a child.
d)_____ Parents are in charge of learning centers helping children with materials and offering guidance.
e)_____ Parents work at special activities table.
f)_____ Parents help prepare snacks.
g)_____ Parents help with groups of children on a field trip.
h)_____ Parents share hobbies, pets, collections, exhibits, etc. with children in the classroom.
i)_____ Fathers come to the classroom to share what they do.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . encourage parents in working with their own children outside of the center.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give evidence of three ways that parents are working with their own children outside of the center because of ideas of activities you have helped them develop. Evidence may be observations you make while on home visits, documented learning activities you have helped parents develop, specific ideas parents share with you that they have tried in the home, etc.	a)_____Parents borrow a book or toy from your lending library to use with their children. b)_____Parents observe and model the kinds of things and ways the teacher works with children at school. c)_____Parents attend meetings and workshops to learn how to teach their children. d)_____Parents plan activities in the home that are child centered.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . help parents begin to use community resources.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give evidence of three ways that parents are learning about community resources through the Head Start program.	a)____ Parents assist with field trips and become acquainted with community, e.g. library, parks and playgrounds, zoo, post office, fire department, etc. b)____ Parents invite community agency staff members to attend meetings for information and discussions, e.g. health dept., family counseling, employment security, public school, recreation dept., etc. c)____ Community agencies distribute literature and announce events through the parent organization. d)____ Parents use resources such as the health dept. nutritional services, and educational programs for the first time.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . relate the value of a home-center partnership to cultural enrichment.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Create 3 principles that describe the relationship between the home-center partnership and cultural enrichment. (A principle is a cause and effect statement, or an "if...them" type of statement.) Give a real example of each, i.e., something you have observed.	Principle "If cultural differences are valued, then parents and children will be more likely to share their cultural uniqueness in the classroom." Example I showed a special interest in Gusta's cultural heritage from Germany. He taught us a song the children in Germany sing.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . relate the value of a home-center partnership to social competence.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Create 3 principles that describe the relationship between the home-center partnership and sociel competence. (A principle is a cause and effect statement, or an "if...them" type of statement.) Give a real example of each, i.e., something you have observed.	Principle "If teachers and parents reinforce a particular social skill at school and at home, the child will be more likely to learn the skill faster." Example Troy's mother and I both encouraged him to express his feeling of anger rather than hitting. He soon began to learn that his feelings were being heard and understood.

COMPETENCY V: Home-Center Partnership

FUNCTIONAL AREA 12: Home-Center

WHAT YOU WILL BE ABLE TO DO . . . relate the value of a home-center partnership to language skills

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Create 3 principles that describe the relationship between the home-center partnership and language skills. (A principle is a cause and effect statement, or an "if... then" type of statement.) Give a real example of each, i.e., something you have observed.	Principle "If a teacher instructs a child in the language he is most familiar with, then he will learn concepts more easily." Example Gusta picked up new information readily when it was given in German, but was unable to relate totally with ideas communicated in English.

RESOURCES TO CONSULT . . .

Bell, T. H. YOUR CHILD'S INTELLECT, A GUIDE TO HOME-BASED PRESCHOOL EDUCATION. (1972) Olympus Publishing Company, 1670 East 13th Street, Salt Lake City, Utah 84105. This book was prepared to be used in the home by parents who might lack formal training but who desire to provide an excellent learning environment for their children. It includes a section of "Practical Application" activities for ages ranging from birth to five years old. The final chapter is "Preparing Your Child for School."

Belton, Sandra and Terbough, Christine. SPARKS: ACTIVITIES TO HELP CHILDREN LEARN AT HOME. (1973) Human Services Press, 4301 Connecticut Avenue, N.W., Washington, D. C. 20008. A "collection of activities that you can use to help your child do well in school." Activities are arranged in two ways: (1) subject areas such as language, science and art, and (2) place or time to enjoy the activity such as in the kitchen, or while shopping or traveling.

Cole, Ann, Carolyn Haas, Elizabeth Heller and Betty Wineberger. RECIPES FOR FUN, WORKSHOP PROCEDURES, and MORE RECIPES FOR FUN. (1972) Parents as Resources, 464 Central, Northfield, Illinois 60093. Illustrated activity booklets which offer clearly written instructions for a variety of learning games and crafts in which children and parents can participate together. The manual, WORKSHOP PROCEDURES, which is a companion guide to the RECIPES FOR FUN books, offers guidelines and specific methods for training parents, sutdents or other non-professionals in presenting these games and crafts to children. Each booklet approximately 40 pp. Large print, easy reading, illustrated. RECIPES FOR FUN and WORKSHOP PROCEDURES in Spanish and English.

Dodson, Fitzhugh, HOW TO PARENT. (1971) Signet Books, The New American Library, 1301 Avenue of the Americas, New York, New York 10019. Subjects covered in this book include: enriching the environment, stimulating the child's mind and senses, child-proofing a home, choosing toys and books, and a timetable of child development. The appendices are an important resource, offering numerous suggestions to parents. Included are: "Toys and Play Equipment for Children of Different Ages and Stages," "Free and Inexpensive Children's Toys From A to Z," "A Parent's Guide to Children's Books for the Preschool Years," "A Parent's Guide to Children's Records," "A Survival Kit for Parents," "A Basic Book List for Parents to Aid Them in Raising and Education of Their Children."

Ginott, Haim, BETWEEN PARENT AND CHILD. (1965) Macmillan Co., Front and Brown Streets, Riverside, New Jersey 08705. In this book, the author offers concrete suggestions to parents to aid them in dealing with everyday situations and problems concerning their children. He uses clear, practical language, with many samples of realistic dialogues, to present a new approach to identifying parents' goals in relation to their children. He offers both specific advice and basic principles to guide parents and children in living together in mutual respect. An appendix gives a general review of help available in the mental health field.

Gordon, Ira, Barry Guinagh, R. Emile Jester, et. al., CHILD LEARNING THROUGH CHILD PLAY. (1972) St. Martin's Press, 175 Fifth Avenue, New York, New York 10010. The book presents a wide variety of games and creative activities developed in order to provide concrete learning opportunities for two and three year old children. The activities may be used by parents, day care workers and other adults in early childhood education programs. Throughout the book, the importance of treating the child with a recognition of both his intellectual and emotional development is emphasized. The book is divided into sections, each of which features one main type of game; however, the games are designed to contribute to all aspects of the child's development through his working with an involved adult.

Gordon, Thomas. PARENT EFFECTIVENESS TRAINING. (1970) Peter H. Wyden, Inc., 750 Third Avenue, New York, New York 10017. Dr. Thomas Gordon, President of Effectiveness Training Associates, 110 South Euclid Avenue, Pasadena, California 91101 (Tel.: 213-796-6107) has written a book and developed a course given throughout the country, both entitled PARENT EFFECTIVENESS TRAINING. Several Home Start programs are sending their staff to attend this course as part of their inservice training programs. Information about the course, whose major focus is to teach parents successful techniques in communicating with children and thereby improving understanding, communication and relationships between them and their own children, can be obtained by writing Effectiveness Training Associates at the address above.

Hess, Robert, and Doreen Croft. TEACHERS OF YOUNG CHILDREN, 2nd. Ed. Boston: Houghton Mifflin Company, 1975. This textbook includes two excellent chapters on parent involvement. Chapter 4, "School and Family: Partners or Competitors?" discusses different roles parents play and gives ways to evaluate parent-teacher interactions. Chapter 5, "Parents and Teachers as Collaborators," specifies some useful techniques and strategies for involving parents including fathers.

Hymes, James. EFFECTIVE HOME-SCHOOL RELATIONS. Southern California Association for the Education of Young Children, 1974. Writing is a clear, down-to-earth style, Dr. Hymes shares valuable insights into how the feelings of parents and teachers affect their relationships. The book examines all the many facets of home-school relationships--group meetings, written materials, conferences, observation, parent participation--and provides a rich reservoir of resources: pamphlets, books, magazines, films, and associations.

Marzollo, Jean & Lloyd, Janice. LEARNING THROUGH PLAY. (1972) Harper and Row Publishers, 49 East 33rd St., New York, New York 10016. A book written for parents and teachers of preschoolers emphasizing play in the home. Parents are shown why and how to use play to help their children develop important skills. Book is divided into skill families such as the five senses, pre-reading, problem solving, self-esteem, etc. Each chapter begins with a short discussion, an activity chart of play experiences and objectives, and finally, illustrated activities.

Read, Katherine H. THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. Philadelphia: W. B. Saunders Company, 1971. Chapter 21, "Teachers and Parents Work Together", expands on the significance of the parent-child relationship and identifies some goals in working with parents. It beautifully stresses the importance of feelings rather than techniques in human relationships.

U.S. Dept. of Health, Education, and Welfare. PROJECT HEAD START RAINBOW SERIES #6 and #10A. Washington, D.C., 1969. Booklet #6, Parents, and #10A, Parent Involvement, are designed to assist Head Start staff in promoting the growth and development of parents and their children. Booklet #6 includes an excerpt on using special skills, talents and experiences of parents, pp. 10-11.

ARTICLES TO READ . . .

"Activities for Parents and Children to Do at Home," Millville, Utah Home Start. Fifty practical suggestions for parents to use in working with their children. One example is "Put clock faces next to the clock for regular events such as television, dinner, bed, etc. Have the child match the face with the time."

Auleta, Michael S. "How Can We Develop an Understanding of a Good Kindergarten Program Prior to the Child's Entering Kindergarten?" and "How Can We Continue to Work Closely With Parents During the Kindergarten Year?" FOUNDATIONS OF EARLY CHILDHOOD EDUCATION: READINGS. (1969) pp. 175-177. Random House, Inc., New York. These lists of suggestions for involving parents are based on the premise that open communication and good home-school relations make for a dynamic preschool program.

Bromberg, Susan. "A Beginning Teacher Works With Parents," IDEAS THAT WORK WITH YOUNG CHILDREN. (1972) National Association for the Education of Young Children, Washington, D.C. (Editor: Katherine Read Baker).

Cansler, Dorothy P. & Gloria H. Martin. Selected sections from FAMILIES: A MANUAL FOR DEVELOPMENTAL CENTERS-HANDICAPPED CHILDREN IN HEAD START SERIES. (1974) pp. 11-19, 25-26, 30-31, 35-36. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. Purpose and guidelines of various strategies for involving parents as partners. Guidelines for the following: "Family Members as Volunteers," "The Newsletter," "Observation of School Activities," "Home Follow-up Sheets," "Group Meetings," and "Information and Referral Services." Included also are forms for assessing what parents feel is important for their child's educational program and the program services they feel are most important.

Cohen, Shirley and Cohen, Michael. "Home Learning Activities," SEIMC SERVICES TO PARENTS OF HANDICAPPED CHILDREN. (1972) pp. 102-103. New York State Education Department, Albany, New York. The "Home Learning Activities" is a list of common home activities which enhance fine motor control, body balance, eye-hand coordination, and visual discrimination and matching.

Gefter, Judith, "Listening Beyond Words," CHILDHOOD EDUCATION, Journal of the Association for Childhood Education International, (Dec. 1971) pp. 138-142. ACEI, 3615 Wisconsin Ave., NW, Washington, DC 20015. Help for teachers in talking with parents who may have different values but share a common concern about the welfare of their children.

Gotkin, Lassar F., "The Telephone Call: The Direct Line From Teacher to Family," IDEAS THAT WORK WITH YOUNG CHILDREN. (1972) pp. 204-208. National Association for the Education of Young Children, Washington, DC. (Editor: Katherine Read Baker).

Hymes, JamesL., Jr., "Ways of Working With Parents," TEACHING CHILD UNDER SIX. (1968) pp. 153-15. Charles Merrill Publishing Co., Columbus, Ohio. A section from the chapter entitled "Parents," the article sets the stage for building good personal relationships with parents. It discusses several techniques such as staggered enrollment and contacting the home before school begins.

AUDIO-VISUAL RESOURCES . . . (available from the Idaho Head Start Training Office, Dept. of Health and Welfare, 914 W. Jefferson, Room 141, Boise, Idaho 83720.)

DAYS OF DISCOVERY. This firm introduces the idea of the parents's being the earliest and most effective teacher of his/her own children. It is a warm beautifully photographed depiction of the "why" of parents working with children, and the "how" of teachers collaborating with parents. As follow-up to the film, there are four parent-training filmstrip/cassettes. Titles include:

"Introduction to Home-Based Preschool Education"
"How Children Learn - Part I"
"How Children Learn - Part II"
"Helping Children Learn Informally at Home"

These sets are designed to provide an information base and to stimulate discussion among parents attending a training session.

FOUR CHILDREN. The story of four Head Start children, so alike as human beings, so different as people. An intimate look at the children and the homes that influence them. (B/W, 20 min.)

LEARNING & GROWING & LEARNING. A film showing the Dr. Glen Nimnicht toy lending library concepts. Parents work as their children's teacher with toys as a medium. Appropriate for kindergarten and first grade as well as preschool Head Start. (Color, 20 min.)

PARENTS ARE TEACHERS, TOO. Parents perceive the crucial importance of their role as the child's first teacher and his most continuous teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play. Materials are available in the most modest of homes. (B/W, 22 min.)

TALKING TOGETHER. This film shows parents in a dialogue with teachers discovering through discussion of the year's progress why an exchange of ideas between them has been essential to the child's development. (B/W, 20 min.)

WHY SCHOOL BEFORE SIX? By James Hymes, this is a knowledgeable look at early childhood classroom. He gives impressive statistics of the full year's worth of learning before six. He stresses that a good Head Start center is a place where parents and teachers are friends, where they talk together, and share with one another. (40 slides with cassette)

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . create an atmosphere for learning.

CHECKING YOURSELF OUT . . .

Rank in order of importance what is needed in your classroom for children to grow and learn:

___ up-to-date materials
___ feeling good about myself
___ neatness and order
___ adequate equipment
___ children who like each other
___ space
___ children who follow rules
___ children who trust me

Tell why you rated them as you did.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) _____ Gives reasons for priorities.
b) _____ Verifies priorities through teaching practices and classroom activities.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . arrange the classroom into a variety of learning or interest centers.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe the furnishings and objectives of 5-6 learning centers in your classroom.	a)_____Lists pieces of equipment, materials, and furnishings commonly found in such areas. b)_____Outlines activities to take place in each area. c)_____Tells several ways children can be expected to develop as outcomes of each interest area.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . arrange the environment so as to encourage children to use it productively.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
In planning the space available to you, show that you have considered the nature of the activity, storage, and traffic flow.	a)_____Arranges room so that it is possible to see at a glance what each area is used for. b)_____Can state purposes of each area. c)_____Analyzes traffic flow for most efficient use of space. d)_____Stores equipment near area of use. e)_____Separates noisy activity areas. f)_____Provides large area free of equipment for large motor activity. g)_____Provides space for children to be alone. h)_____Rearranges space when necessary to increase or decrease noise level or movement. i)_____Arranges outdoor play space to provide for a variety of activities occuring simultaneously.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . evaluate classroom arrangement by observing children's behavior.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
List observable behaviors of children which demonstrate that the classroom arrangement meets their needs and interests.	a) ____ Children move about room with ease and freedom. b) ____ Children know exactly where to go for what they want. c) ____ Children can identify new objects in room. d) ____ Children put away materials. e) ____ Children express interest in such things a - pictures at eye level - his and others' work - science displays f) ____ Children verbalize their ideas for new projects. g) ____ Children can be seen using equipment each day.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . select equipment and materials appropriate to the objectives of the program.

CHECKING YOURSELF OUT . . .

Explain how the equipment and materials you select help meet your teaching goals.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Chooses equipment and materials basic to a developmental program (indoors and outdoors).

b)_____Has criteria for selecting and evaluating equipment and materials for the classroom.

c)_____Can state learning purposes of equipment and materials.

d)_____Keeps current inventory and a listing of materials and equipment for reordering.

e)_____Makes use of natural materials in teaching (e.g. sand, water, mud, leaves, rocks, grass, etc.)

f)_____Provides materials that are free or inexpensive to supplement commercially purchased materials.

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COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . select equipment and materials appropriate to the developmental level of the children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give ways you insure that equipment and materials match the developmental level of the children.	a)_____Makes available equipment that is not too large or cumbersome for children to use. b)_____Provides child sized furniture. c)_____Checks children's interest in and use of the materials frequently. d)_____Modifies materials and equipment to meet special needs of a child. e)_____Chooses manipulative tools, games and materials that provide challenge and offer success.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . use materials and equipment which foster the development of the total child.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tell how equipment and materials are used to provide for the child's total development.	a)_____Uses basic classroom equipment and materials to develop: ___large muscle play ___fine motor skills ___language through books, records, liste posts, earphones ___musical appreciation ___cognitive skills such as sequencing, seriation, ordering and relating ___creative expression ___group play ___self directed activity b)_____Provides sufficient materials in a variety of learning centers to suit different interests and ability levels. c)_____Changes equipment and materials regularly to maintain children's interest.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . provide for supervision of the use of materials and equipment.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give some ways to insure adequate adult supervison of equipment and materials being used.	a)_____Provides materials which involve small groups. b)_____Supplies enough materials for everyone. c)_____Sees that each child has an adult nearby for use as a resource. d)_____Arranges equipment and furniture so that children's activities can be easily supervised by adults. e)_____Organizes all materials and equipment so that volunteers can easily see where they are kept. f)_____Posts objectives, directions, or check lists at learning centers.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . integrate specialized materials to meet needs of handicapped children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give evidence that the needs of handicapped children have been considered in planning for their learning.	a) _____ Maintains close contact with parents and draws on their knowledge and experience to provide for needs of handicapped children. b) _____ Identifies talents of handicapped child and provides appropriate materials for creative expression. c) _____ Requests professional assistance in determining needs of specific handicapped children. d) _____ Arranges or rearranges furniture, adjusting to special circumstances or needs of children.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . integrate multi-cultural materials into the environment.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Tell how multi-cultural materials and/or equipment are incorporated into the environment.	a)_____Draws on resources from children's families and homes to prepare multi-cultural environment. b)_____Selects materials based on cultural quality and authenticity. c)_____Selects culturally relevant books, pictures and films. d)_____Includes music and games representative of all cultural groups. e)_____Uses culturally familiar objects and activities to teach basic preschool skill f)_____Displays pictures each child can relate t g)_____Integrates cultural materials rather than singling them out for display.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . devise and/or adapt a written lesson plan form for use in the classroom.

CHECKING YOURSELF OUT . . .

Review 3-4 sample lesson plan forms. Compare the sample forms with the form you are currently using, and discuss differences and similarities with your advisor.

Design your own lesson planning form; use it for a few days and discuss your experience with your field advisor.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

Your lesson plan form includes at least:

a)_____Time schedule.
b)_____Objectives.
c)_____Planned activities.
d)_____Materials needed.
e)_____Designation of responsibilities.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . make and use written lesson plans.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Show that you have maintained written daily lesson plans for your classroom. Discuss their effectiveness as a planning tool with your field advisor.	a)_____Prepares written daily lesson plans. b)_____Posts lesson plans as a guide for teachers, parents, and volunteers who supervise daily activities. c)_____Describes ways in which the plans are useful to classroom staff.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . demonstrate a knowledge of curriculum areas and teaching methods which should be included in a preschool program.

CHECKING YOURSELF OUT . . .

Ask someone you work with (another teacher, aide, volunteer) to evaluate your written plans for one week. Have this person tally the number of items found in each category below:

Teaching Methods:
_____child-initiated activities
_____teacher-initiated activities
_____teacher responsible
_____aide responsible
_____volunteer responsible
_____large or whole group
_____small group
_____structured activity (directed)
_____unstructured activity (exploring)
_____indoor play
_____outdoor play
_____individual problem solving
_____group problem solving

Curriculum Areas:
_____large muscle activity
_____small muscle activity
_____language skills
_____concept formation
_____social-emotional skills

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

My lesson plans indicate a good balance between:

a)_____Child-initiated and teacher-initiated activities.
b)_____Responsibilities divided between teacher, aide, and volunteers.
c)_____Large and small group activities.
d)_____Structured and unstructured activities.
e)_____Indoor and outdoor activities.
f)_____Individual and group problem-solving.

My lesson plans indicate a broad range of activit from the following areas:

a)_____Large and small motor skills.
b)_____Language skills.
c)_____Concept formation.
d)_____Social-emotional skills.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . plan activities consistent with program goals.

CHECKING YOURSELF OUT . . .

At least three times a day for one week, have someone you work with ask you why you are doing what you are doing with the children, or what is the purpose of the items in a particular learning center. Put a card in a convenient place (such as a bulletin board so that you or your observer can easily make note of your responses.

Compare your responses with your goals for your program.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) _____ Has identified general goals for the progra

b) _____ At any given time, can state the purpose of an activity in the classroom.

c) _____ Can at any given time tell how an activity is related to a general goal or specific objective.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . plan ahead for activities.

CHECKING YOURSELF OUT . . .

Ask your field advisor or another teacher to observe you teaching a lesson or activity to the children. Ask her to write down all of the ways that show you have planned out the activity ahead of time.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) ✓ Identifies possible learnings from the activity.
b) ____ Gathers materials which will be needed.
c) ____ Determines how to set up the activity to stimulate the children to discover different possibilities for exploration.
d) ____ Thinks through questions and comments she can make to help children observe, see likenesses and differences, lable and make generalizations.
e) ____ Anticipates questions which the children might ask in order to be better prepared to answer them.
f) ____ Identifies behaviors of children which indicate that the acitivity was well-plann
g) ____ Plans for ways to evaluate the activity an extend learnings through follow-up activit

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COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . evaluate your lesson plans.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
At the end of each day for one week, review your written plans by noting: 1) when you did not follow them, and 2) why you did not follow them. Write your own criteria for plans that are realistic and useful.	

17

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . plan room, schedule, and grouping of people to allow maximum involvement of children in activities.

CHECKING YOURSELF OUT . . .

Observe your classroom for a day and write down the methods you use to insure active involvement of children in classroom experiences.

Place an "X" on the scale to indicate the extent to which you feel children are meaningfully involved during the day:

____

some of the time — most of the time — all of the time

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) _____ Sets up several centers of interst or activities in which the children can participate.
b) _____ Makes physical arrangements comfortable.
c) _____ Keeps "waiting times" to a minimum.
d) _____ Balances activities that require a minimum of teacher supervision with new or more difficult activities so that a teacher is free to give guidance where needed.
e) _____ Keeps size of groups small in daily activities.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . schedule activities which consider the needs and desires of children.

CHECKING YOURSELF OUT . . .

Elaborate, with specific examples, on four of the criteria you feel you do well.

Identify two criteria you feel you have the most difficulty with, and think of ways you could adjust your schedule.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____ Establishes a normal sequence of activities throughout the day.
b)_____ Does not extend quiet activities beyond the length of the child's attention span.
c)_____ Does not allow more rigorous activities to become over-stimulating.
d)_____ Arranges daily schedule to keep "waiting times" to a minimum.
e)_____ Alternates quiet and active activities.
f)_____ Alternates large group, small group, and individual activities.
g)_____ Changes schedule to allow for special needs of children, e.g. if children are too tired, restless, upset, or interested in another activity.
h)_____ Is undisturbed if schedule in interrupted.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 3: Environment

WHAT YOU WILL BE ABLE TO DO . . . evaluate your schedule by observing the children's response to it.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Complete each of the following criteria with three specific examples from your classroom.	a)_____Children are relaxed as evidenced by: b)_____Children understand what is expected of them as evidenced by: c)_____Children are happy with the schedule as evidenced by enthusiasm for: d)_____Children adjust to change in routine with minimal disturbance as evidenced by:

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2:

WHAT YOU WILL BE ABLE TO DO . . .

1. protect and respond to the emotional needs of children.

2. protect the physical health of children.

3. gather information regarding a child's health and use it in planning to meet his needs.

4. care for sick and injured children.

. provide experiences which help children develop good health and nutrition habits.

. maintain a clean environment.

. maintain a pleasant environment.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2:

Candidate provides an environment which is free of factors which may contribute to illness.

PRE-POST ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6 Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE MBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in the entire area: ______________ date

______________________ Candidate

______________________ Field Advisor

1

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . protect and respond to the emotional needs of children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Explain how you recognize and provide for the emotional needs of children in your classroom.	a)_____Observes children daily on arrival and checks for evidence of emotional problems. b)_____Handles signs of abuse properly, both in terms of legal requirements and in maintaining a positive relationship with parents, child, and any referral agent. c)_____Reinforces communication of child's emotions and feelings. d)_____Provides activities which encourage expression of emotions.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . protect the physical health of children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Relate ways in which the children's physical well being is maintained.	a)_____Establishes a system of observing and reporting unusual behavior and illness. b)_____Recognizes symptoms and reports outbreak of communicable diseases. c)_____Balances active and quiet periods. d)_____Provides relaxed atmosphere at mealtimes.

3

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . gather information about a child's health and use it in planning to meet his needs.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give evidence that information regarding children's physical and emotional condition is gathered and used.	a)_____Contacts parents for medical data. b)_____Sees that health records are systematically updated. c)_____Communicates information regarding health problems of particular children to appropriate staff. d)_____Insures follow-up treatment is provided as needed.

4

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . care for sick and injured children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Cite instances of applying knowledge of common health and first aid procedures.	a)_____Isolates ill child until he can be returned home. b)_____Points out to nurse children showing symptoms of vision problems, hearing defects, dental problems, etc. c)_____Knows procedure to follow for children identified as having health problems (dietary needs, diabetes, epilepsy, etc.). d)_____Performs needed treatment for minor physical injuries.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . provide experiences which help children develop good health and nutrition habits.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Describe some experiences you have provided children in your classroom that help them develop good health and nutrition habits.	a) ____ Uses pictures, stories, poems and songs to increase child's awareness of good health practices. b) ____ Uses dramatic play and stories to help children overcome fear of doctors, denti and hospitals. c) ____ Acquaints children through field trips with health agencies, personnel, and practices. d) ____ Weighs and measures children at regular intervals and assists children in record and understanding their growth. e) ____ Helps children understand the need of their bodies for adequate rest as well a activity. f) ____ Gives children practice in health habits (washing hands, brushing teeth, care of hair). g) ____ Allows children to assist in table setti h) ____ Provides new food experiences for childr i) ____ Uses visual aids and field trips to teac about the source of foods.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . maintain a clean environment.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Add to the criteria at least three other factors which contribute to cleanliness of the environment.	a)_____Keeps a supply of soap, towels, kleenex, etc., accessible to the children. b)_____Sees that furniture and equipment are washed regularly. c)_____Encourages children and adults to clean up after themselves. d)_____Sees that food is prepared, stored, and served under sanitary conditions.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 2: Healthy

WHAT YOU WILL BE ABLE TO DO . . . maintain a pleasant environment.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Add three additional criteria which contribute to the comfort of the environment.	a)_____Keeps the classroom warm. b)_____Keeps the classroom well ventilated. c)_____Keeps the room lighted as adequately as possible.

RESOURCES TO CONSULT . . .

Hendrick, Joanne. THE WHOLE CHILD. Saint Louis: The C. V. Mosby Company, 1975. Chapter 5, "Fostering Mental Health in Young Children," is a particularly good tool for helping children develop emotionally. It includes a useful list of activities and references for further learning.

Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. GOOD SCHOOLS FOR YOUNG CHILDREN. New York: Macmillan Publishing Co., Inc., 1974. Chapter 17, "Health and Safety," is a good overview of health and safety as they relate to the school environment, physical facilities, and practices and policies of the program.

Murphy, L. B., and Leeper, E. M. MORE THAN A TEACHER. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1970. This down-to-earth pamphlet, which explains very clearly the value of assuming a "mothering," nurturant role when teaching young children, is filled with everyday examples and useful suggestions.

Thompson, Nancy. HEAD START ON HEALTH. Ed. Resource Information Center. This booklet presents an outline of hints, tips, and supplementary suggestions for the less experienced preschool teacher in the area of health and safety. The reading list suggests possibilities for further learning and also materials to use in class and with parents.

U. S. Department of Health, Education and Welfare. PROJECT HEAD START #2, HEALTH SERVICES; #2A, DENTAL SERVICES; and #13, PSYCHOLOGIST. Three booklets in the Rainbow Series, written to help Head Start Directors, their health services directors, and others participating in the health program to plan and carry out a group of services that will meet the health goals of the program.

U. S. Department of Health, Education and Welfare. HEALTHY, THAT'S ME. This booklet tells you some of the things you can do when you think your child is not feeling well and maybe "coming down" with something. It also tells you things you can do when your child is really sick, as well as some of the ways you can prevent certain ills.

Vaughn, G. MUMMY, I DON'T FEEL WELL: A PICTORIAL GUIDE TO COMMON CHILDHOOD ILLNESSES. London: Berkeley Graphics, 1970. This book is intended to not only help identify illnesses, but also give guidance in dealing with them.

FILMS ON HEALTH EDUCATION (available from the Idaho Head Start Training Office, Department of Health and Welfare, 914 W. Jefferson, Room 141, Boise, Idaho 83720.)

JENNY IS A GOOD THING. Dramatically shows one of Head Start's most important concepts--that the nutrition program plays a major role and is an integral part of the daily activities in a quality Head Start center. A film for training staff members and introducing the best examples of the child teaching process to the community at large. Narrated by Burt Lancaster.

THE MUNCHERS: A FABLE. Animated film for children depicting the detrimental effects of sweets on teeth. Cartoon characters colorfully portray preventive measures such as balanced diet, brushing, blossing, and proper dental care.

NCHO. A film on the experiences of the National Head Start Child of the Year, 1967, Pancho Mansera. Head Start medical examinations found Pancho was suffering from acute hypothyroidism. The film depicts Pancho during the course of extensive medical treatment which produces a very positive change.

SHOWDOWN AT SWEET ROCK GULCH. Preventive dentistry film for children and parents. Using the stereotyped western "bad guys" promoting poor dental health, the "good guys" (dentist and children) with the showdown with a toothbrush as their weapon. This film is sure to make the war against tooth decay a delightful challenge.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1:

WHAT YOU WILL BE ABLE TO DO . . .

1. account for and supervise the children at all times.
2. protect children from potential dangers.
3. maintain center free of hazards.
4. maintain outdoor area free of hazards.
5. help children feel safe by involving them in making decisions concerning their safety.
6. recognize when children feel safe.
7. involve staff, parents, and children in maintainance of safety rules.
8. provide first aid treatment in emergency situations.
9. build in safety features for handling emergency situations.
10. know how you will react in emergency situations.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1 Candidate provides a safe environment by taking necessary measures to avoid or reduce accidents.

PRE/POST-ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area. Upon completion of the entire functional area, sign and date this form.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in this area: ______________ ______________________

date Candidate

____

Field Advisor

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . account for and supervise the children at all times.

CHECKING YOURSELF OUT . . .

List a specific situation which might occur:

a) in your classroom
b) on an excursion
c) going to and from school

in which you need to be able to account for each child.

What procedures do you use to insure this kind of supervision?

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Provides for one adult for every five children.
b)_____Knows transportation schedule of each child to center and to his home. (Has method for handling exceptions to child's normal schedule.)
c)_____Releases children to authorized persons only.
d)_____Secures parent's permission for field trip
e)_____Accounts for any child at any given time during the day when asked.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . protect children from potential dangers.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
List a potentially dangerous activity which children might be involved in. Give three measures you would take to insure safety of the children in this situation.	a)_____Assigns continuous supervision to learning activities that are hazardous. b)_____Increases adult supervision on field trips. c)_____Stops and/or redirects unsafe behavior or activities. d)_____Children know and respond to signals to change or stop activity. e)_____Makes children aware of possible dangers.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . maintain center free of hazards.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Demonstrate the method you use to determine the safety of the indoor area.	a)_____Keeps all dangerous substances inaccessible. b)_____Labels potentially dangerous substances. c)_____Arranges promptly for repair or removal of damaged equipment which has become unsafe. d)_____Keeps equipment or furniture from blocking doorways. e)_____Points out dangers of electrical appliances. f)_____Secures area rugs to the floor or uses rubber backed rugs. g)_____Sees that food and liquids are wiped up promptly. h)_____Places mats under climbers.

4

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . maintain outdoor area free of hazards.

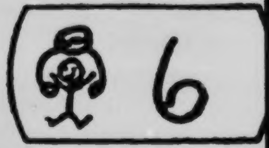
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Demonstrate the method you use to determine the safety of the outdoor area.	a)_____Sees that play area is fenced or establish boundaries within which the children play. b)_____Insures that all stationary equipment is sturdy enough to support an adult and is secured in the earth. c)_____Insures that climbing apparatus has sand or a similar surface beneath it and is placed at a distance from the paved area. d)_____Empties tubs or pools of water when their use is not supervised. e)_____Inspects playground and equipment daily before children's use (for broken glass, protruding nails, etc.)

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . help children feel safe by involving them in making decisions concerning their own safety.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give at least three indicators that safety rules have been developed, with the help of the children, for your classroom.	a)_____Develops safety rule with the children. b)_____Explains why safety rules are necessary. c)_____Posts rules in the classroom. d)_____Children can state rules when asked. e)_____Avoids frightening children by being overprotective.



COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . recognize when children feel safe.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
List five behaviors of children that indicate they practice safety and feel safe in the classroom and on the playground.	a)_____Children go to teacher when hurt. b)_____Children respond in orderly manner to fire signal. c)_____Children report dangerous objects on playground. d)_____Children try new activities. e)_____Other

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . involve staff, parents, and children in maintainance of safety rules.

CHECKING YOURSELF OUT . . .

Give four specific evidences that adults and children in the classroom are made aware of and maintain safety rules.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Verbalizes and models positive rules.
b)_____Reminds children and staff of the safe use of equipment.
c)_____Plans learning experiences to teach safety rules to children.
d)_____Volunteers know where rules are posted.
e)_____Offers school rules to parents in writing.

8

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . provide first aid treatment in emergency situations.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Elaborate on the criteria listed or generate additional criteria demonstrating how you are prepared to administer first aid.	a)_____Keeps first aid kit in classroom. b)_____Keeps first aid kit complete. c)_____Has had Red Cross or other first aid training. d)_____Has instructions and materials on hand for administering first aid.

9

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . build in safety features for handling emergency situations.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe the center procedures to be followed in emergency situations.	a)_____ Posts rules for handling emergencies. b)_____ Posts emergency phone numbers for police, hospital, and fire department. c)_____ Can point out and explain proper use of all emergency equipment. d)_____ Knows fire drill procedure and practices it routinely.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA 1: Safe

WHAT YOU WILL BE ABLE TO DO . . . know how you will react in emergency situations.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
State your reaction to an emergency situation you have experienced. Predict how you would react in an emergency situation in your classroom.	a)_____Has experienced mock or real emergency situations. b)_____Is calm and reassuring under emergency conditions. c)_____Can describe his/her reaction to emergencies. d)_____Delegates responsibility to someone else if unable to handle emergencies.

COMPETENCY III: Positive Self-Concept and Individual Strength

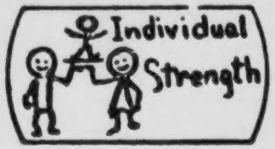
FUNCTIONAL AREA 9:
INDIVIDUAL
STRENGTH

WHAT YOU WILL BE ABLE TO DO . . .

1. recognize the natural development of individual strength in children.
2. relate development of a trusting relationship to child's sense of independence.
3. relate behavior toward children to your own experiences in school.
4. learn to identify and reflect children's feelings.
5. provide opportunities for children to find answers to their own questions.
6. plan activities to help children develop the ability to control feelings.
7. handle aggression and help children express emotions constructively.
8. encourage sense of independence in children.
9. help children to build problem-soving processes.
10. prepare activities and materials to that children need little help.
11. relate cognitive development to sense of independence in children.
12. relate creativity of thought to individual strength.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9:



- Candidate helps children develop a sense of independence and acquire the ability to express, understand and control their feelings.

PRE-POST ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.

2. Place the number of the pages in the order you want to work on them in the boxes below.

3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.

4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.

   If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.

6. Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in the entire area: ________
date

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Candidate

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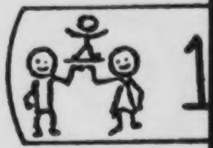
Field Advisor



COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . recognize the natural development of individual strength in preschool children.

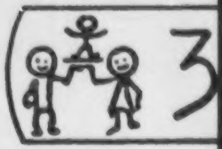
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Explain when the following behaviors are an indication of a healthy sense of independence: - child selects his own activities - child refuses to engage in an activity which does not interest him at the time - child refuses help	a)_____Relates behavior in a positive way to the developmental level of the child. b)_____Explains when independent behaviors are an indication of individual strength c)_____Explains when independent behaviors are an indication of insecurity or frustration. d)_____Relates behavior to its effect on the group. e)_____Considers his/her own tolerance for independent behavior of children. f)_____Evaluates his/her tolerance level in terms of the good of the child.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . relate development of a trusting relationship to child's sense of independence.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Describe how each of the ways of developing a trusting relationship with children will affect their sense of independence.	a)_____When I am consistent... b)_____When I am reasonable... c)_____When I show trustful confidence, then... d)_____When I have empathy... e)_____When I give warmth, then...

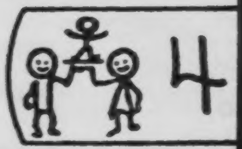


COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . relate behavior toward children to your own experiences in school.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Consider whether each of the following criteria is descriptive of you and try to identify: a. why you choose to act this way with children b. persons who possibly influenced your behavior	a)_____Accepts ideas and decisions of individua children. b)_____Interacts with children openly and honestly. c)_____Provides constructive feedback. d)_____Expresses honest feelings. e)_____Keeps promises.

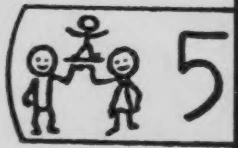


COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . learn to identify and reflect children's feelings.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe how the children in your class will behave if you are effectively identifying their feelings and helping them to express them.	a)_____Encourages child to express feelings. b)_____Lets children know she understands how they feel. c)_____Lets children know that it is all right to talk about feelings. d)_____Helps children draw the line between feeling and acting on aggressive feelings.



COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . provide opportunities for children to find answers to their own questions.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give evidence of methods you use to encourage exploration and experimentation.	I encourage exploration and experimentation through: a)_____Example by... b)_____Room arrangement by... c)_____Verbal encouragement by... d)_____ e)_____

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . plan activities to help children develop the ability to control feelings.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Give evidence of ways that you provide substitute opportunities for socially acceptable expressions of aggression.	a)_____Use large muscle activities that do not require tight control. b)_____Plan activities that provide for vigorous use of hands. c)_____Allow activities that are noisy. d)_____Provide opportunities for water play. e)_____(Others)

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . handle aggression and help children express emotions constructively.

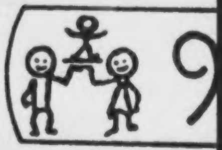
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
	a)_____Assesses the underlying causes of aggression and ameliorates them when possible. b)_____Utilizes direct control when necessary, then teaches the child to find alternative ways to get when he desires. c)_____Permits reasonable deviations from the rules. d)_____Reduces frustrating circumstances when possible.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . encourage sense of independence in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Describe how you encourage children to be independent.	a)_____Allows child to choose own activities. b)_____Provides choice situations. c)_____Abides by child's choice. d)_____Praises accomplishments. e)_____Provides opportunities to accept responsibility. f)_____Encourages completion of tasks. g)_____Provides opportunities for child to show he has carried out responsibilities. h)_____Accepts child's solutions to problems.



COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . help children to build problem-solving processes.

CHECKING YOURSELF OUT . . .

Describe your system for helping children develop a process for problem solving;

OR

Tell how you could use the following criteria to teach a specific concept and
Make plans to develop a workable system for helping children problem solve on their own.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Helps children observe new information.
b)_____Leads him to think about new information.
c)_____Helps him recall past experiences relating to the information.
d)_____Helps him ask questions about it.
e)_____Leads him to suggest ways to find answers.
f)_____Leads him to formulate an explanation or generalization.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . prepare activities and materials so that children need little help.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
In choosing and using activities and materials, describe the things you consider to insure that children will become increasingly self-directed.	a)_____Knows attention and interest limits of pre-school children. b)_____Considers the effect of teacher-imposed goals versus child-initiated goals. c)_____Balances interest level of learning centers so that all are appealing. d)_____Anticipates child's needs for initial instruction in use of games and materials. e)_____Provides a large number of varied activities to insure that at any given time, children can be alone or with others, active or quiet, etc.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . relate cognitive development to sense of independence in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
List three additional observable behaviors of children that would indicate they have learned to think for themselves.	Children demonstrate a sense of independence in their responses by: a)_____Thinking of many relevant responses. b)_____Thinking of a variety of kinds of ideas. c)_____Having unusual ideas, clever responses. d)_____Stretching or expanding ideas.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 9: Individual Strength

WHAT YOU WILL BE ABLE TO DO . . . relate creativity of thought to individual strength.

CHECKING YOURSELF OUT . . .

Describe how a child behaves when he is thinking independently;

OR

Name children in your class who fit the following descriptions and tell how you know that they do.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) __(name)__ has courage to take a guess because...
b) __________ defends his own ideas by...
c) __________ seeks many alternatives:...
d) __________ exposes himself to failure by...
e) __________ sees gaps between how things are and how they could be...
f) __________ follows hunches to see what would happen...
g) __________ is willing to jump into puzzling situations...

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . know and understand your feelings about yourself and how they relate to children.

CHECKING YOURSELF OUT . . .

A basic assumption about self concept is that we behave according to our beliefs.

Discuss with someone you trust:

a) how you feel about yourself,
b) how these feelings affect the children in your class.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Displays general attitude of self respect.
b)_____Displays acceptance of self.
c)_____Gives examples of ways in which his/her moods or behavior affect children's behavior.
d)_____Shares feelings with children.
e)_____Discusses feelings about self openly.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . develop an awareness of the attitude you convey to children.

CHECKING YOURSELF OUT . . .

Discuss the following criteria with someone who works closely with you.

Try to tell each other:
- a) how you exhibit the behaviors listed, or
- b) why you do not or cannot exhibit the behaviors listed.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____I project an image that tells the child that I am here to build rather than destroy him as a person.

b)_____I let the student know that I am aware of and interested in him as a unique person.

c)_____I let the student know my expectations and confidence that he can learn and is competent.

d)_____When working with parents, I enhance the academic expectations and evaluation they hold of their children's ability.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . demonstrate your trust in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Discuss the extent to which you feel you can demonstrate your trust in children based on the criteria listed. Describe: a) feelings that prevent you from trusting, b) outside influences that prevent you from trusting.	A trusting teacher: a)_____Lets children move about without permission. b)_____Gives children time and opportunity to control themselves. c)_____Allows children to show their ability to move through school building on their own. d)_____Encourages involvement in self-evaluation. e)_____Trusts children to make decisions about their learning environment. f)_____Trusts children with personal feelings.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . relate the way you handle children to child's self concept.

CHECKING YOURSELF OUT . . .

List three things that happen in your classroom that are difficult for you to tolerate.

Discuss whether your expectations are realistic or unrealistic for preschool children.

Tell what your personal views about handling children in a classroom might have to do with a child's self concept.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Knows what is natural behavior for preschool children.

b)_____Identifies personal concept of how children should behave in school.

c)_____Notes discrepencies between expectations and child's natural behavior.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . know when a child feels good about himself.

CHECKING YOURSELF OUT . . .

Think of two children you have known who appeared to feel good about themselves. Tell how they behaved.

Compare your list with the criteria, and:

a) add ideas of your own,
b) discuss criteria listed that you do not agree with.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

A child who feels good about himself will:

a) _____ Choose what he wants to do.
b) _____ Generate his own ideas with zest.
c) _____ Conform to necessary routines without undue fuss.
d) _____ Involve himself deeply in play.
e) _____ Not be unusually withdrawn or aggressive.
f) _____ Have confidence in trying relatively new experiences.
g) _____ Accept both the positive and negative results of his actions.
h) _____ Have realistic expectations of what he can do in play and interaction with others.

COMPETENCY III: Positive Self Concept and Individual Strength

6

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . recognize and deal with behavior indicating negative self-concept.

CHECKING YOURSELF OUT . . .

Describe behaviors in a child that might identify feelings of fear, frustration, anger, confusion, or guilt.

Tell how you probably would react to the behavior.

Think about whether you react differently toward children who are feeling happy, excited, proud, brave, or loving. Can you explain the differences?

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Relates feelings with behavior.
b)_____Identifies with natural negative feelings.
c)_____Is aware of personal reactions to negative behaviors.
d)_____Discusses possible harmful effect of certain reactions to children's behavior.
e)_____Demonstrates total acceptance of children.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . demonstrate behaviors that you use to enhance a child's self concept.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Have another person observe you working with children and list ways in which you help children feel good about themselves, or choose the three most important criteria from the list and tell why they are important to you.	a) ____ To be consistent. b) ____ To be fair. c) ____ To be honest. d) ____ To be friendly. e) ____ To give all students success experiences. f) ____ To involve students actively in decision making. g) ____ To provide special tasks. h) ____ To encourage self-expression. i) ____ To trust students. j) ____ To provide individual learning. k) ____ To allow peer interaction. l) ____ To remember birthdays.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . provide an environment for building and maintaining a good self concept.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Explain how your classroom environment builds and maintains good feelings for children by relating the following criteria to what is happening in your room.	a)_____Considers needs and feelings of children in room arrangement. b)_____Allows children to maintain independence. c)_____Prevents negative self-concept by modeling acceptance of all children. d)_____Identifies individaul needs in order to understand behavior. e)_____Assists other adults in understanding individual children.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . provide activities that will allow the child to build and maintain a good self concept.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Explain in child behaviors how you know that activities you have planned are helping a child feel good about himself.	a)_____Child does not have to compete with other children. He may gain success at his own rate and with his own unique results. b)_____Child chooses own activities depending upon his level of development. c)_____Child may respond to activities in a variety of ways. d)_____Child should feel challenged but also guaranteed of some success. e)_____Child is allowed to choose his own activities and complete them at his own rate.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . understand egocentric behavior.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe a child that displays egocentric behavior in your classroom, and explain you reaction to his behavior.	a)_____Describes egocentric behavior in terms of developmental level of child. b)_____Relates egocentric behavior to effect on other children. c)_____Evaluates effect of egocentric behavior on personal feelings and reactions.

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . provide experiences that allow a child to decenter his behavior.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give examples of ways you can allow children to decenter or become aware of others around them.	a) _____ Allows children to put themselves in different roles. b) _____ Allows social situations to take their course. c) _____ Pantomining d) _____ Puppets e) _____ Other

12

COMPETENCY III: Positive Self Concept and Individual Strength

FUNCTIONAL AREA 8: Self Concept

WHAT YOU WILL BE ABLE TO DO . . . help children with special problems to feel good about themselves.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Identify children in your classroom who have special problems. Relate the behavior of each child you named to his probable feelings about himself.	a) ____ Describes how child relates to the teacher. b) ____ Describes behavior of the child toward other children. c) ____ Describes child's reactions to self-directed activities in learning centers. d) ____ Other

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10:

WHAT YOU WILL BE ABLE TO DO . . .

1. familiarize yourself with developmental trends in social growth.
2. state social concepts important for young children and plan learning activities to develop these concepts.
3. help children develop empathy.
4. help children discover the pleasures of friendship.
5. help the child learn that it feels good to help others.
6. help children to be generous.
7. teach children that everyone has rights.
8. emphasize the value of cooperation.
9. assist children in determining and developing behavior that is appropriate to their sex.
10. foster child's sense of membership in family, school, and community through his orientation to physical space.
11. foster child's sense of membership in family, school, and community through his orientation to human relationships.
12. relate personal attitudes and values to teaching practices for social development.

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10:

Candidate helps the children get along with others and develop feelings of mutual respect with other children in the group.

PRE-POST ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further training on that particular skill, plan learning activities together with you field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in the entire area: ______________ date ______________________ Candidate

______________________ Field Advisor

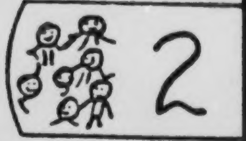
COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . familiarize yourself with developmental trends in social growth.

1

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Demonstrate your understanding of theories of social growth by meeting one of the following criteria.	a) _____ Describes stages of social-emotional growth according to two authorities in the field. b) _____ Critiques usefulness of two theories in guiding the social development of preschool children. c) _____ Lists five social behaviors characteristic of the age level of children in her classroom. d) _____ Uses her understanding of developmental trends to help children master social skills.



COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . state social concepts important for young children and plan learning activities to develop these concepts.

CHECKING YOURSELF OUT . . .

List five social concepts which are important to young children in the classroom.

Choose one of the concepts and plan several learning encounters or activities that will help in developing this skill. (See example on this page.)

Ask your field advisor to observe one of the activities you have planned. Together discuss how the learning activity affected the children's social growth.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

Example

Concept: People in other lands live differently.

Learning Activities:
1. Learn games and songs of children in other lands.
2. Compare them with games and songs of the Head Start children.
3. Invite persons from other lands to talk with the children.
4. Sample foods that people in other lands eat.
5. Show a filmstrip about how people in other lands live and travel.

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . help children develop empathy.

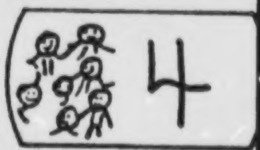
CHECKING YOURSELF OUT . . .

Ask another teacher if you may observe her interacting with the children. Describe ways in which she is helping the children or a child develop an understanding and acceptance of others, how they live and feel.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) _____ Teaches children why other people act as they do by:
   1. encouraging role playing.
   2. ______________________
   3. ______________________

b) _____ teaches children how other people feel by:
   1. encouraging children to tell each other what they want or how they feel.
   2. ______________________
   3. ______________________



COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . help children discover the pleasures of friendship.

CHECKING YOURSELF OUT . . .

Think about how having a friend makes you feel.

Use two of the methods listed here as well as two of your own in helping make children aware of the joy of having a friend. Discuss, with your field advisor, how the children reacted to experiencing friendship.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Facilitates friendliness by using reinforcement to increase a child's interaction with others.

b)_____Teaches less likeable youngsters social skills that make them more acceptable to other children.

c)_____Arranges activity settings which invite participation with others.

d)_____Assists children in verbalizing positive feelings of having a friend or belonging to a group, e.g., "Scott, Mike and I are going to build an airplane together."

e)_______________________________________

f)_______________________________________

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . help children learn that it feels good to help others.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe your feelings when helping someone and relate it to children's feelings. Make a list of at least 10 ways (over a two week period) that you provide an environment or activities in which children help each other.	a)_____ clean up b)_____ finding materials c)_____ dressing

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COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . help children to be generous.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe at least three areas of your room or times when children behave generously. Explain what it is about those areas or times which makes sharing easy.	a)____Tells where or when children share equipment. b)____Tells where or when children share the teacher most willingly. c)____Tells where or when children share experiences with another child or group. d)____Identifies factors which cause sharing.

7

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . teach children that everyone has rights and that these rights are respected by all.

CHECKING YOURSELF OUT . . .

List three rights that are shared equally by everyone in your classroom.

Give specific ways that you make sure these rights are not infringed upon.

Discuss with your field advisor any rights which certain children in the classroom have difficulty respecting. Discuss teaching strategies you might try with those children. Review the results of these efforts in a future discussion with your field advisor.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) _____ Teaches children that rules apply to everyone, e.g., no child is allowed to intrude on the right of possession of another child.

b) _____ Teaches respect for other's rights by honoring personal privacy:
  - -- a child is not forced to share personal possessions brought from home.
  - -- children may go only in own cubby, never in anyone else's without permission.

c) _____ Helps children take responsibility for each other in such things as passing food and seeing that everyone is served.

d) _____ Others.

8

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . emphasize the value of cooperation.

CHECKING YOURSELF OUT . . .

Tape record your interaction with children over several days. Decide with your field advisor whether you stress competition or cooperation as a general way of relating to children.

Together plan ways to emphasize the value of cooperation.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) _____ Plans ways to teach the art of compromise:
- -- helps children strike bargains.
- -- helps children think through situations.
- -- ______________________________
  ____

b) _____ Plans ways to model cooperation:
- -- verbally ("let's all do it" instead of "who can finish first", etc.)
- -- ______________________________
  ____

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . assist children in determining and developing behavior that is appropriate to their sex.

CHECKING YOURSELF OUT . . .

Give evidence of ways you:

1) help children establish a clear idea of sexual identity

and

2) help children behave in acceptable ways in today's society.

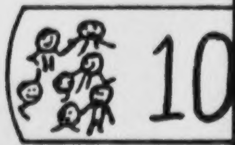
POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a) ____Provides clear, unembarrassed explanations of sexual differences and similarities.

b) ____Provides equal privileges for both sexes to try out activities that are traditionally linked to the opposite sex.

c) ____Meets both boys' and girls' needs for role models in the classroom.

d) ____Insures that books and toys present both boys and girls as effective, active people, rather than stereotypes of little girl and little boy behavior.



COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . Foster child's sense of membership in family, school and community through his orientation to physical space.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tell how children demonstrate their sense of belonging in physical space and what you do to help develop this feeling.	a)_____Children can find their way to and from school. I help them by... b)_____Children can find their way around the school building. I help by... c)_____Children locate buildings or agencies in town in which they have an interest. We have gone on field trips to ... d)_____Other

COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . foster child's sense of membership in family, school and community through his orientation to human relationships.

CHECKING YOURSELF OUT . . .

Plan and implement one teaching episode each that would assist children in feeling part of the following groups:

1) family
2) school
3) community

Submit your plan to your field advisor with a written or verbal analysis of what you did. Ask your field advisor to observe and discuss with you at least one of the activities you planned.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) ____ Gives opportunities for children to live, play, work, and meet with other children and adults of various backgrounds, religions, and races.

b) ____ Relates school experiences to family life, e.g., planning periods for role-playing family experiences.

c) ____ Aids child's understanding of his dependence on parents, teachers, and community helpers and how he can help others.

d) ____ Introduces minority groups in the community to the children.

e) ____ Introduces the community to the child through field trips.

f) ____ Encourages children to participate in activities helpful to the community, e.g. picking up litter, making a card for someone who is ill, etc.

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COMPETENCY IV: Positive Group Functioning

FUNCTIONAL AREA 10: Social

WHAT YOU WILL BE ABLE TO DO . . . relate personal attitudes and values to teaching practices for social development

CHECKING YOURSELF OUT . . .

React to this assumption:

When two or more children are interested in exploring the same problem or the same materials, they will often choose to work together in some way.

Strongly agree — No strong feeling — Disagree

On the basis of your answer, explain how this feeling affects your teaching practices.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Arranges classroom consistent with feelings about how children work naturally.
b)_____Plans activities that allow children to work in the way she feels they do.
c)_____Relates frustrations to inconsistencies between attitudes and practice.
d)_____Changes attitudes or environment to become more consistent.

COMPETENCY II: Physical and Intellectual Growth

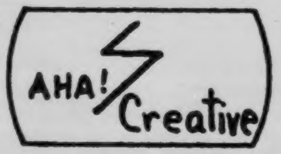
FUNCTIONAL AREA 7: AHA! CREATIVE

WHAT YOU WILL BE ABLE TO DO . . .

1. know about your creative self.
2. know how to change your classroom climate.
3. develop the ability to change ideas and plans.
4. see yourself as a co-partner and co-learner in the learning process.
5. identify ways in which children can be creative.
6. see each child as individually special.
7. encourage independence of thought and act in children.
. encourage non-verbal communication.
9. plan activities which encourage verbal creativity.
10. learn the value of creative play by observing children.
11. encourage the creative aspect of self expressive materials.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7



Candidate provides a variety of media which encourage children to express their creative abilities.

PRE/POST-ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area. Upon completion of the entire functional area, sign and date this form.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in this area: ____________ date ____________ Candidate

____________ Field Advisor

AHA! 1

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . Know about your creative self.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe you own "special" talents. If your talents are helpful to you in the classroom, tell how.	

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . know how you can change your classroom climate.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

Indicate with an "x" where you see yourself in relation to causing either an open or closed classroom climate, and with an "O" where you would like to be if you could change your behavior:

I keep myself apart from children	I have close, warm, personal relationships with children

Describe the changes you would like to make in yourself and the things you feel are holding you back.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . develop the ability to change ideas and plans.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe what you would do if you has an art lesson planned and, just before school started all the paper, paint, crayons, clay, etc. disappeared. or Identify stereotyped, habit-bound teaching practices you use, and plan an alternative that is less rigid, more flexible.	

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . see yourself as co-partner and co-learner in the creative process.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Read the performance statement above and respond by developing your own criteria for checking yourself out.	

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . identify ways in which children can be creative.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Add to the following list at least five ways in which children can be creative.	a)____Drawing or painting. b)____Musical expression. c)____Dramatic play.
Complete the list in writing.	
or	
Take pictures or write descriptions of creative things children in your own room are doing on their own.	

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . see each child as individually special.

AHA!

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe what you have done to find out what your students are really interested in as individuals.	a)_____Names one special thing about each child in the class. or b)_____(write your own criteria)

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . encourage independence of thought and act in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe the ways in which your most difficult student is creative.	a)_____This is easy for me. b)_____I can't relate to this question. c)_____I need to dig deeper in this area.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . encourage non-verbal communication.

CHECKING YOURSELF OUT . . .

Show that you encourage non-verbal communication by:

1) describing a specific way children have demonstrated the criteria,

or

2) giving evidence of three ways you have encouraged children to communicate without words,

or

3) observing children and listing ways you see them communicating without words.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

Children can communicate by:

a)_____Touching
b)_____Body movement
c)_____Drawing or painting pictures
d)_____Pantomime
e)_____Role playing
f)_____Playing with another child
g)_____Imitating a child or adult

AHA! 9

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . plan activities which encourage verbal creativity.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Read the following suggestions and add to the list five of your own ideas for projects that would encourage verbal creativity. Think of ideas you have never seen used in a classroom before.	a)____ Encourage talking about dreams. b)____ Write your own books about love, happiness, or scary things. c)____ TAlk to a puppet. d)____ ____________ e)____ ____________ f)____ ____________ g)____ ____________ h)____ ____________

AHA! 51

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . learn the value of creative play by observing children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Take time to make a brief record of the play of several children during the coming week. Look for evidence of the following criteria.	a)_____Children act out experiences to translate them into a deeper understanding of events. b)_____Children employ play to express emotions and work through them. c)_____Children generate new solutions to problems by trying them out in play. d)_____(other observations)

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 7: Creative

WHAT YOU WILL BE ABLE TO DO . . . encourage the creative aspect of self-expressive materials.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Name all the free-form and self expressive materials you provide. Explain how and when (how often) they are used.	a)_____I interfere as little as possible. b)_____I never provide a model for the children to copy. c)_____I believe that it is the process, not the product that matters most to the young child. d)_____I allow plenty of time for the child to us the materials so that his experience is satisfying. e)_____I make comments that enhance the child's creative productivity. f)_____I grant the child who is doubtful the right to refuse. g)_____(others)

RESOURCES TO CONSULT . . .

Cherry, Clare. CREATIVE MOVEMENT FOR THE DEVELOPING CHILD: A NURSERY SCHOOL HANDBOOK FOR NON-MUSICIANS. (rev. ed.) Belmont, California: Fearon Publishers, 1971. Clare Cherry bases her approach to dance on creative movement. The material is simply presented, and all of the suggested activities can be accompanied by familiar tunes and improvised words, which are included in the text.

Croft, Doreen, and Robert Hess. AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN. (2nd ed.) Boston: Houghton Mifflin Company, 1975. Part 3 of this activities handbook is entitled, "Exploring the Arts." It has a section on: (1) art recipes, (2) art activities, (3) music activities, (4) creative activities, and (5) sensorimotor explorations.

Deorter, James. GODS, STONES, MEN AND BONES. University of Oregon Press. This book has two excellent articles for assisting teachers with the creative process. They are: "The Special Talent and the Creative Personality Types: Two Basic Ways to View the Creative Process," and "What Does Creativity Have to do with You?" which includes goals for encouraging an atmosphere for creativity.

Engstrom, Georgianna (Ed.) PLAY: THE CHILD STRIVES TOWARD SELF-REALIZATION. Washington, D.C.: National Association for the Education of Young Children, 1971. This is a good, basic pamphlet that contains several papers on the value of play--its use in dealing with stress, the role of the adult in facilitating the activity, and a discussion of current issues related to this subject.

Hendrick, Joanne. THE WHOLE CHILD. St. Louis: The C. V. Mosby Company, 1975. This excellent text devotes three entire chapters to enhancing creativity:
  Chapter 12 - "Fostering Creativity by Means of Self-Expressive Materials"
  Chapter 13 - "Fostering Creativity in Play"
  Chapter 14 - "Fostering Creativity in Thought"

Hirsch, Elizabeth (Ed.) THE BLOCK BOOK. Washington, D.C.: National Association for the Education of Young Children, 1974. The first comprehensive book to explore the value and use of blocks for extending children's growth and development. It includes relationship to dramatic play, science, mathematics, social studies and self awareness.

Jones, Elizabeth. WHAT IS MUSIC FOR YOUNG CHILDREN? Washington, D.C.: National Association for the Education of Young Children, 1969. This booklet explains how to create an environment which invites young children to explore sounds, rhythms and body movement. The detailed descriptions of one group's imaginative music experiences will stimulate fresh ideas for teachers.

McVickar, Polly. IMAGINATION: THE KEY TO HUMAN POTENTIAL. Washington, D.C.: National Association for the Education of Young Children, 1972. Discusses the use of time, space and materials by a group of teachers involved in experiencing the process of imagination. The imagination of children is also encouraged and supported through the application of the conferees' ideas. This book was developed as the result of a small conference jointly sponsored by Pacific Oaks College and NAEYC.

ffitt, Mary W. WOODWORKING FOR CHILDREN. New York: Early Childhood Education Council of New York, no date. There is straight talk here for teachers who may not know much about woodworking. Moffitt actually explains how to use various tools and what to do about such problems as bent nails and splitting wood. The booklet is intensely practical and should be owned and used by every teacher.

Montgomery, Chandler. WHAT DIFFERENCE DOES ART MAKE IN YOUNG CHILDREN'S LEARNING? New York: Early Childhood Education Council of New York, 1974. A short (10 page) thoughtful booklet stressing that the role of an adult involved with children creatively is to be a helper in his discovery, invention and "learning for himself". Written to help a teacher think about his/her feelings and methods. Also includes practical suggestions for use of various media.

COMPETENCY II: Physical and Intellectual Growth

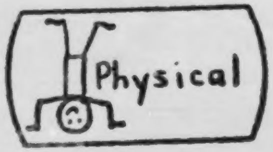
FUNCTIONAL AREA 4:

WHAT YOU WILL BE ABLE TO DO . . .

1. assess the physical development of children (fine motor, large muscle, body awareness, and sensory perception).
2. prescribe activities to meet needs of individual children for physical develop-
3. evaluate growth in individual children's physical development.
4. adapt materials, equipment, and activities to develop fine motor coordination in children.
5. adapt materials, equipment, and activities to develop large muscle coordination in children.
6. develop body awareness in children.
7. relate motor responses to development of the senses.
8. relate physical development to arts and crafts skills.
9. relate physical development to language development.
10. relate physical development to self-concept and social development.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4:



Candidate helps children understand their bodies and provides activities to develop their large and small muscles.

PRE-POST ASSESSMENT ACTIVITIES:

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4 Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5 If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE NUMBER														
COMPETENCE DEMONSTRATED														

Competence demonstrated in the entire area: ____________ date

____________________ Candidate

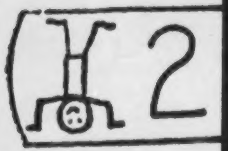
____________________ Field Advisor

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . assess physical development of children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Demonstrate ways you observe and study a child so that you can prescribe physical development activities.	a)_____Assesses needs of a child through direct observation of behavior. b)_____Makes anedcotal records of specific physical behaviors of a child. c)_____Identifies factors which contribute to child's success on a particular task. d)_____Identifies behaviors of a child who fails on a particular task. e)_____Develops and/or uses motor screening inventories.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

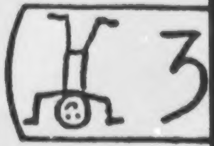
WHAT YOU WILL BE ABLE TO DO . . . prescribe activities that promote physical development of children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Give specific ways you use the criteria listed or criteria of your own in planing and prescribing activities that meet an individual child's level of physical development.	a) _____ Uses observations and records on a child in planning his/her program. b) _____ Confers with nurse and other appropriate staff in prescribing a program for children with physical limitations. c) _____ Accepts each child wherever he may be on the developmental scale and provides progressive experiences at which he can succeed. d) _____ Provides sequence of motor development skills from simple to complex. e) _____ Provides opportunity for child to master skills in areas including gross motor, fine motor, sensory perception, and body awareness. f) _____ Gives the child many short and enjoyable experiences with the activities each day.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . evaluate growth in physical development of children.



CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tell how you evaluate a child's progress in physical development.	a)_____Evaluates the child through direct observation. b)_____Documents response of the child to the activities. c)_____Uses motor screening inventories to check mastery of skills in areas including gross motor, fine motor, sensory perception, and body awareness. d)_____Checks to see that the activities prescribed take into account individual differences. e)_____Other

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . adapt materials, equipment and activities to develop fine motor coordination in children.

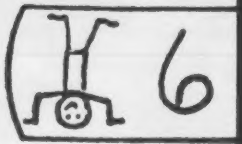
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tell what materials are used and the ways activities are made available to the children to aid in fine motor coordination.	a) ____ Provides materials daily which give children opportunity to develop fine motor coordination. b) ____ Provides activities daily to help children develop fine motor coordination. c) ____ Personally participates with children in fine motor activities. d) ____ Leads children to choose varying activities throughout the week. e) ____ Plans a sequence of activities designed to help a child overcome a fine-motor coordination problem.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . adapt materials, equipment and activities to develop large muscle coordination in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Describe the equipment and explain the activities provided for the children to aid in large muscle coordination.	a)_____Provides daily for use of equipment which builds large muscle coordination. b)_____Provides daily activities which develop large muscle coordination. c)_____Draws on a repertoire of games appropriate for 3-5 year olds. d)_____Provides opportunity for maximum activity indoors. e)_____Plans a sequence of activities designed to help a child overcome a large muscle coordination problem. f)_____Takes advantage of the natural environment in developing outdoor play area.



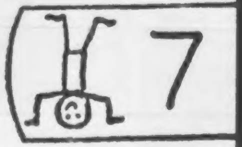
COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . develop body awareness in children.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
List at least three observable child behaviors that help you know they are becoming more aware of their bodies.	a)_____Children are aware of space needed to accomodate body in various positions. b)_____Children respond to directions. c)_____Children identify body parts. d)_____Children participate in movement exploration. e)_____Other

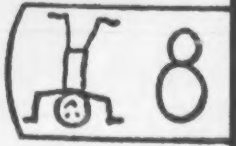
COMPETENCY II: Physical and Intellectual Growth



FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . relate motor responses to development of the senses.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Show that a child is responding physically to his senses of seeing, hearing, feeling, smelling and tasting by completing each of the following criteria with specific examples.	a) ____Children participate in a variety of activities which require eye-hand coordination...(give examples) b) ____Children respond to their sense of touch by... c) ____Children respond to their sense of hearing by... d) ____Children respond to their sense of smell by... e) ____Children respond to their sense of taste by...



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . relate physical development to arts and crafts skills.

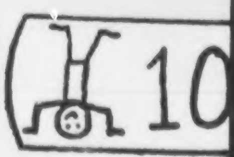
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tell how arts and crafts activities may be used to develop a child's muscle coordination.	a)_____Child is able to use materials successfully in the activity. b)_____Child is able to progress from a gross uncontrolled movement to a fine controlled movement in both gross and fine motor skills.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . relate physical development to language development.

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Explain how each of the following motor skills show the development of language:	a)_____Child is able to move body in response to prepositional directions, such as up, down, over, under, beside, etc. b)_____Child is aware of body parts (head, mouth, arms, etc.) c)_____Child is able to express himself through body positions and gestures such as: pantomime, facial expressions, etc. d)_____Child is able to actualize a verbal description of a motor activity. e)_____Child is able to project his body into shapes of animals or foods.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 4: Physical

WHAT YOU WILL BE ABLE TO DO . . . relate physical development to self concept and social development

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Name children you believe to have a good self concept and explain how they respond to physical activity and games (use specific examples).	Name children who: a) _____ demonstrate confidence through spontaneous use of equipment. b) _____ attack each skill with the idea they can accomplish it. c) _____ are able to deal with frustration. d) _____ show excitement with tangible accomplishments of a motor skill such as: riding a bike, somersaults, roller skating, etc. e) _____ understand rules and cooperates with children in group activities and games. f) _____ other

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6:

OK
LANGUAGE

Candidate helps children acquire and use language so they can communicate their thoughts and understand the thoughts of others.

PRE-POST ASSESSMENT ACTIVITIES:

1. Read through each of the "WHAT YOU WILL BE ABLE TO DO" statements on the following pages.
2. Place the number of the pages in the order you want to work on them in the boxes below.
3. Complete the "CHECKING YOURSELF OUT" statement on the first page you have chosen to work on.
4. Have your field advisor place the date in the box below the page number if you have demonstrated competence to the satisfaction of both of you.
5. If you need or desire further training on that particular skill, plan learning activities together with your field advisor that will help you master the skill.
6. Continue with each succeeding page until you have demonstrated competence in the entire functional area.

PAGE NUMBER																					
COMPETENCE DEMONSTRATED																					

Competence demonstrated in the entire area: ______________ date ______________________ Candidate

______________________ Field Advisor

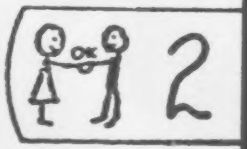
1

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . familiarize yourself with current theories on how language is acquired

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Show that you have an understanding of how language is acquired in young children by performing at least one of the following criteria.	a)_____Explains theories of acquisition such as imitation and expansion, reinforcement, or others. b)_____Explains the process of acquisition as outlined by Piaget, Cazden, Bangs, or _______________. c)_____Explains typical stages of language acquisition in child behaviors. d)_____(other)



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . have basic understanding of the language competence of three to six year-old children

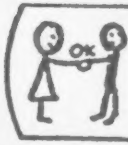
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Consider the following criteria as indication of your basic knowledge of speech and language development. Mark each criteria with one of these symbols: X - Able to answer this easily ✓ - Need to do more reading O - Know very little about this As you are able to trace the development of each of the abilities listed, write your answers below or attach them to this page.	Can trace the development of each of the following language abilities in children from age three to six: a)_____Sentence length b)_____Size of vocabulary c)_____Grammatical structure d)_____Speech sounds

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . model good speech for children

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .
Tape record or have your field advisor tape record your classroom in session. After class listen to the tape and identify speech patterns you use. If any of them are indicative of poor speech model, plan ways to change these patterns.	a)_____Speaks distinctly. b)_____Has pleasant and happy tonal patterns. c)_____Avoids using repititious phrases. d)_____Uses correct grammar. e)_____Keeps in mind the child's level of language development. f)_____(other)



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COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

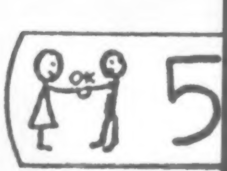
WHAT YOU WILL BE ABLE TO DO . . . provide an atmosphere and activities which encourage children to develop listening skills

CHECKING YOURSELF OUT . . .

With an "X" mark the five criteria you feel are most important in helping children develop listening skills. Now place an "O" beside the five criteria children do most often in the classroom. Discuss with your field advisor how you can involve children more often in those activities which you feel are most important.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Children are allowed ample time to prepare for listening activities.
b)_____Children listen to and differentiate between sounds.
c)_____Children use rhymes and riddles for imitating sounds or filling in answers.
d)_____Children use records available to them which have music or stories for listening on them.
e)_____Children have access to a listening center in the room.
f)_____Children perform rhythmic movement activities in response to verbal directions.
g)_____Children choose to listen to stories and books read to them by the teacher.
h)_____Children ask questions regarding material they have just heard.
i)_____Children can be seen role-playing a story, or playing a story with puppets or the flannel board.
j)_____Children follow directions given audibly and in simple sequence.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . interact with children in ways which allow and encourage conversation and dialogue

CHECKING YOURSELF OUT . . .

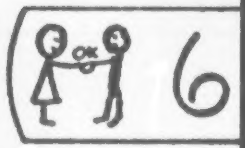
Ask another person to observe you interacting with your students, and have them list specific examples of ways you meet the following criteria.

List some additional conversation starters you have found useful in getting young children involved in talking with the teacher or with other children.

-

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Listens to children.
b)_____Expands on child's statements rather than responding by repeating or correcting.
c)_____Provides opportunities for children to build their own definitions or meanings of words.
d)_____Provides opportunities for students to compare their meaning of a word with the meaning others have.
e)_____Explains the specific personal meaning of words which might have several meanings.
f)_____Balances the use of questions, commands, and factual statements.
g)_____Asks questions which elicit more than one word answers.
h)_____Communicates directly with each child each day.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . provide materials and activities which give children experience in reading or deriving meaning from what they see (visual perception)

CHECKING YOURSELF OUT . . .

Read through the criteria. With an "X" mark the five criteria you feel are most important in helping children derive meaning from what they see. Now place an "O" beside the five criteria children do most often in your classroom. Discuss with your field advisor how you can involve children more often in those activities which you feel are most important.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a) ____ Children sort available materials accordi to shape, color, pattern, size, weight, texture, etc.
b) ____ Children match identical symbols.
c) ____ Children recognize differences in objects.
d) ____ Children recall members of a group of objects.
e) ____ Children recognize patterns.
f) ____ Children respond to directional words: i out, up, down, across, through, into, etc.
g) ____ Children learn relational concepts: behi on, top, inside, outside, in front, besid etc.
h) ____ Children identify and differentiate among specified speech sounds.
i) ____ Children name letters.
j) ____ Children match identical letters.
k) ____ Children associate speech sounds with alp bet letters.
l) ____ Children recognize printed names.
m) ____ Children replicate names with precut lett

7

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . provide materials and activities which give children experience in pre-writing skills

CHECKING YOURSELF OUT . . .

For each of the criteria, give a specific example of an activity you have provided for the children to give them experience in pre-writing skills.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Children manipulate materials that develo manual dexterity (e.g. clay, finger paint ing, easel painting, coloring, use of stencils, etc.)

b)_____Children arrange alphabet letters on flan or magnetic board.

c)_____Children are exposed to pattern of printi used by the school system.

d)_____Children become familiar with letters thr feel and alphabet books and games.

e)_____Children indicate an interest in words by asking what a word means.

f)_____Children can tell what some words are, e. "stop", "exit" or other labels he sees everyday.

g)_____Children can match letters.

h)_____Some children write or typewrite names and other words and letters.

i)_____Children are developing sense of left-rig directionality.

j)_____Children can tell difference between a "letter" and a "word".

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . provide for the language development needs of bi-lingual children

CHECKING YOURSELF OUT . . .

Consider either the following statements of the question and react by writing or verbalizing your goals for language development of bi-lingual children:

"The teacher is aware that the culture within which one lives and grows determines the language which he learns and therefore how reality is perceived."

or

Do you feel that teachers have the right to change something as personal to the child as his dialect or dominant language? Under what circumstances do you think this is warranted or unwarranted?

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Feels bi-lingualism is desirable.
b)_____Uses native language to avoid postponemen of cognitive and psychomotor development.
c)_____Feels there are advantages to furthering communication skills in child's first language.
d)_____Recognizes child's ethnic characteristics as acceptable and noteworthy features in American society.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO: . . . detect speech and language problems in children and plan
program to meet their needs

CHECKING YOURSELF OUT . . .

Select a child whom you believe has a speech or language delay or disability. Write a description of his speech or language behavior. Plan a program to help the child. Discuss the plan with your field advisor and use it with the child.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Makes anecdotal records of specific speec
and language problems (e.g. not talking,
using only two or three word sentences,
difficult to understand, leaves off many
beginning consonants, omits endings or wo
produces faulty sentence structure, stutt
ing, speaks too loud or too soft, voice i
nasal-sounding, appears very shy and emba
rassed by his speech.)

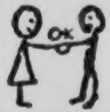
b)_____Observes when a child may not be receivin
correct information about sounds and language due to deafness, inability to disti
guish between sounds, or lack of understanding.

c)_____Observes when a child may not be expressi
language correctly due to inability to us
and organize speech to convey ideas, inab
ity, to produce language sounds, knowing
limited number of words, lack of voice qu
in pitch or volume, or disconnected speec

d)_____Considers causes such as lack of stimulat
bi-lingual environment, deafness, intelle
or motor difficulties, deformit of sound
producing mechanisms, brain damage, devel
mental lag, etc.

e)_____Critically selects and uses a speech and
language ability checklist.

f)_____Consults with professional resources



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COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . use children's literature in developing language

CHECKING YOURSELF OUT . . .

Perform three of the following activities. Ask your field advisor to observe and discuss at least one of them with you.

1) List factors you would consider when selecting a book to read aloud to 4-5 year olds.

2) List six types of children's literature, and give two examples of each by title and author.

3) List a sequence of steps you would follow when preparing to read a story aloud.

4) Read story aloud to the children. Evaluate your presentation.

5) Memorize a story and tell it to a group of children. Evaluate your presentation.

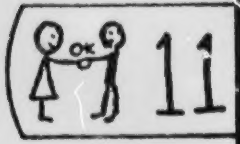
POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Is familiar with various forms of childre literature.

b)_____Has criteria for evaluating children's literature.

c)_____Uses a variety of types of children's literature throughout the program.

d)_____Evaluates the effect of literature on a child's language development.

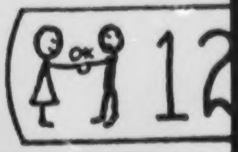


COMPETENCY II: Physical and Intellecutal Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . use various interest centers in the classroom to provide language development activities

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Select three learning centers. Use each center to teach a language skill. Make a lesson plan chart using the criteria listed to record your objectives, methods, materials, and evaluation of the activity.	a) ____ States objectives. b) ____ Gives methods (learning center, total or small group, etc.) c) ____ Describes activity. d) ____ Lists materials needed. e) ____ Evaluates experience.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . evaluate commercial language development materials in terms of the goals of your program

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
With the assistance of your field advisor or program director, secure 3-4 current kits or packaged materials for young children in the area of language development. (Peabody Language Kit, pre-primary, Distar Language I, Teaching English, etc.) Compare these materials. Which would you select to use with the group of children you are teaching? Why would you select it?	

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . relate a child's use of language to his mental abilities

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Related to each of the criteria, give a specific child behavior you have observed in your classroom during the past week.	a)_____ A child is able to classify and give reas for the classification by linking languag and thought. b)_____ A child is able to express what he imagin by linking language and thought. c)_____ A child is able to describe concrete prob and state appropriate solutions by linkin language and thought. d)_____ A child is able to express abstract reaso ing by linking language and thought.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . relate a child's use of language to his self-concept

CHECKING YOURSELF OUT . .

Give specific examples, verbally or in writing, of five of these criteria that occured in your classroom during the past week. You may add other criteria to the list.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .

a)_____Child appears happy and likes to talk and learn.
b)_____Child acts eager to share his observations or discoveries with others.
c)_____Child is not shy or embarrassed by his spe
d)_____Child can berbalize knowledge of self, e.g "I was mad at Billy".
e)_____Child can be seen speaking naturally with adults.
f)_____Child knoww his language is accepted as is
g)_____A bi-lingual child feels to use a language other than English.

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . relate a child's use of language to his ability to get along with others

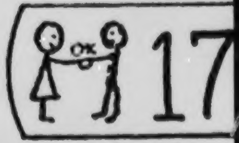
CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Give specific examples, verbally or in writing, of five of these criteria that occurred in your classroom during the past week. You may add other criteria to the list.	a) ____ Children observe the teacher showing genuine interest and concern for the individu ality and worth of everyone who enters the classroom. b) ____ Children are helped and encourage to verba ize good feelings about other children. c) ____ Children become aware when they are talki about feelings. (Help them use terms lik "I think", "I feel", or "to me" rather th "is".) d) ____ Children check the personal meaning of wo e) ____ Children give authentic observations or proof of facts when using names which categorize people. f) ____ Children listen and respond to another ch g) ____ Children converse with a visitor to the classroom. h) ____ Children involved in a disagreement recei guidance in learning to talk it over. i) ____ Children can verbalize belonging to a gro e.g. "Scott, Mike and I are going to buil an airplane together."

COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . . relate a child's use of language to his development of motor skills

CHECKING YOURSELF OUT . . .	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .
Give specific examples, verbally or in writing of each of the criteria which occurred in your classroom during the past week. You may add other criteria to the list.	a)_____Children verbalize actions of their bodie as they are doing them. b)_____Children move theri bodies in response to pre-positional directions, such as up, do over, under, beside, etc. c)_____Children use body movement to communicate meaning of words. d)_____Children can identify body parts. e)_____Children demonstrate pre-writing skills through small motor control.



COMPETENCY II: Physical and Intellectual Growth

FUNCTIONAL AREA 6: Language

WHAT YOU WILL BE ABLE TO DO . . . assist parents in helping their children develop language skills

CHECKING YOURSELF OUT . . .

Plan a way to help parents encourage language development at home by:

1) developing a take-home paper containing concrete ideas, or,

2) planning a presentation at a meeting with parents, or

3) planning a brainstorming session with parents, or

4) (your own idea)

In checking yourself out, decide which criteria are most important to you and explain your reasons for your choice to your field advisor.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . . .

a)_____Develops a rapport with parents that makes information sharing comfortable.
b)_____Provides concrete ideas for parents.
c)_____Asks parents to contribute ideas to share with others.
d)_____Draws on research resources to share infor mation with parents about how language develops in young children
e)_____Helps parents develop confidence in their ability to teach their children.
f)_____Encourages parents to talk with their chil ren.
g)_____Encourages parents to listen to their children.
h)_____Uses children's ideas to develop language activities.

HOW TO USE THIS MODULE (INSTRUCTIONS) . . .

first 1. Read through each of the "What You Will Be Able To Do" statements (objectives) on the following page.

and 2. Place the number of the objectives in the order you want to work on them in the boxes below.

now 3. Complete the "Checking Yourself Out" (pre/post test) activity on the first objective you have chosen to work on. Use the guidance suggestions listed for determining competence.

however 4. If you need or desire further training on that particular skill, select from the learning alternatives, following each of the objectives, ones that will help you master the skill. If different or additional learning alternatives would help you learn better, plan them with your field advisor.

then 5. Have your field advisor place the date in the box below the objective number when you are able to demonstrate competence to the satisfaction of both of you.

finally 6. Continue with each succeeding objective until you have demonstrated competence in the entire functional area.

OBJECTIVE NUMBER																
COMPETENCE DEMONSTRATED																

Competence demonstrated in the entire functional area: ____________
Date

____
Candidate

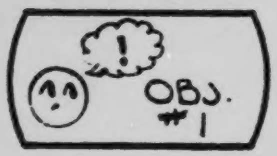
____
Field Advisor

WHAT YOU WILL BE ABLE TO DO (OBJECTIVES) . . .

Objective Number	AS A CDA, YOU WILL BE ABLE TO . . .	Page Number
1	explain cognitive development* of preschool children according to Piaget.	5
2	set up your classroom with a variety of equipment and materials which stimulate cognitive learning.	16
3	give each child the opportunity to play freely with many types of concrete materials.	25
4	observe each child and select appropriate activities for different levels of intellectual development.	31
5	ask questions that stir up thinking.	38
6	accompany cognitive learning with language.	50
7	maintain each child's sense of wonder and curiosity.	61
8	provide opportunities for children to form basic color, shape, and size concepts.	65
9	provide opportunities for children to form simple number concepts.	68

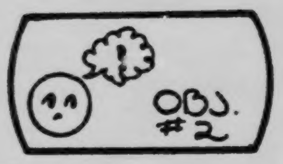
Objective Number	AS A CDA, YOU WILL BE ABLE TO . . .	Page Number
10	provide opportunities for children to develop the ability to remember things they hear and see. This is called auditory and visual memory.	71
11	provide opportunities for children to group objects in their thinking. This is called classification.	74
12	provide opportunities for children to practice arranging objects in order along some dimension. This is called seriation.	79
13	provide opportunities for children to develop a sense of space and spatial relationships.	82
14	provide opportunities for children to develop a sense of time and temporal relationships.	85
15	encourage children to organize information and solve problems.	87
16	relate cognitive development to the classroom environment, teaching techniques, and curriculum content.	93

*the underlined words are defined on pages 95-96.



WHAT YOU WILL BE ABLE TO DO . . . EXPLAIN COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN ACCORDING TO PIAGET

CHECKING YOURSELF OUT . . .	GUIDANCE FOR CHECKING YOURSELF OUT . . .
Describe Piaget's first two stages of cognitive development: Sensorimotor (birth to 18 months) Preoperational (18 months to 7 years) Give examples of child behaviors at each of these levels.	a)_____Gives characteristics of Piaget's stages of development. b)_____Demonstrates an understanding of concepts such as assimilation, accomodation, egocentrism, and conservation. c)_____Relates Piaget's ideas to actual child behaviors.



WHAT YOU WILL BE ABLE TO DO . . . SET UP YOUR CLASSROOM WITH A VARIETY OF EQUIPMENT AND MATERIALS WHICH STIMULATE COGNITIVE LEARNING

CHECKING YOURSELF OUT . . .

Use the "Suggested Equipment and Materials" list on pages 17-18 to evaluate how well your classroom is set up to stimulate cognitive development. Check off the items you have available (or similar items which could be substituted). Add items you have which you feel are important that are not listed.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)____ Provides a variety of materials for learning number size, shape, and color concepts.

b)____ Provides a variety of materials for comparing, grouping, and ordering objects.

c)____ Provides a variety of materials which foster a sense of time and spatial relationships.

d)____ Provides a variety of materials which encourage children to experiment and solve problems.

e)____ Maintains good condition of manipulative materials, e.g., complete sets, satisfactory packaging.

f)____ Knows learning purposes of equipment and materials.

OBJ. #3

WHAT YOU WILL BE ABLE TO DO . . .

GIVE EACH CHILD THE OPPORTUNITY
TO PLAY FREELY WITH MANY TYPES
OF CONCRETE MATERIALS.

CHECKING YOURSELF OUT . . .

Read the article "Toys" on pages 26-29 which has been reprinted from The New Nursery School. In the article, three procedures for the use of toys are suggested. Think about your own classroom and analyze how well you feel you do each of these:

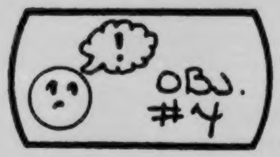
1. The child should be encouraged to become familiar with the materials through free exploration and experimentation. The teacher's job is to set the stage, then let the child work in his own way.

2. Verbal interpretation of what the child is doing or has done should be provided, especially for the child who does not have the language facility to make his own interpretations.

3. New and more challenging use for familiar equipment and combinations of equipment should be created to maintain the child's learning and extend it to other situations.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)_____ Sets up the classroom with a variety of manipulative materials and equipmen
b)_____ Gives children plenty of opportunity to explore and experiment on their own
c)_____ Brings real-life experiences into the classroom which may be new to the children, e.g. tasting new foods, caring for pets and plants, etc.
d)_____ Provides for real-life experiences outside of the classroom through field trips.



WHAT YOU WILL BE ABLE TO DO . . . OBSERVE EACH CHILD AND SELECT APPROPRIATE ACTIVITIES FOR DIFFERENT LEVELS OF INTELLECTUAL DEVELOPMENT

CHECKING YOURSELF OUT . . .

Based on observations you have recorded on a particular child's cognitive development in your classroom, plan a series of five activities to help him develop a skill he does not yet have. Show the activities to your field advisor. Discuss how you would use them with the child. Plan how you will continue to individualize for other children in your classroom.

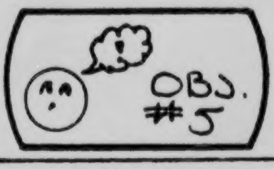
GUIDANCE FOR CHECKING YOURSELF OUT . . .

a) _____ Develops and/or uses checklists or inventories to record each child's cognitive development.

b) _____ Makes anecdotal records of specific cognitive skills of each child.

c) _____ Plans learning activities for individual children based on written observations.

d) _____ Works individually with selected children each day.



WHAT YOU WILL BE ABLE TO DO . . . ASK QUESTIONS THAT STIR UP THINKING

CHECKING YOURSELF OUT . . .

Are you asking the kinds of questions that stir up thinking? One way to find out is to record the questions you ask while working with a group of children. You can do this by:

1) tape recording yourself, or

2) asking your field advisor to write down your questions and the children's responses during a certain period of time.

Now listen to or look at the questions and answers and determine if your questioning skills are stimulating children to think.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)____Avoids questions that can be answered with just "yes" or "no".

b)____Asks for a child's opinion of this or that.

c)____Asks questions that encourage children to clarify their thinking, e.g., can you tell me more about that?

d)____Asks questions to which there are a variety of possible solutions, e.g., how many ways could the dog get to the other side of the fence?

e)____Hints at an answer and encourages a child to continue thinking if he does not know.

f)____Encourages children to think together e.g., "Todd, what do you think about what Joe said?"

g)____Allows ample time for children to think over the question.

OBJ. #6

WHAT YOU WILL BE ABLE TO DO . . .

ACCOMPANY COGNITIVE LEARNING WITH LANGUAGE.

CHECKING YOURSELF OUT . . .

Tape record yourself or ask your field advisor to observe you talking with a group of children involved in an activity. Discuss specific ways in which you accompany cognitive learning with language.

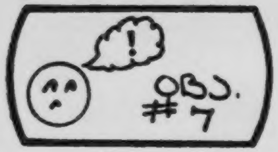
GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Verbalizes child's actions.

b)______ Uses specific words rather than general ones. ("Put the ball in the box," rather than, "put it over there." "Mary is sliding down," rather than, "Mary is going down.")

c)______ Includes category or classification in a sentence. ("That color is red.")

d)______ Is accurate in describing dimensions of size, weight, and height. (A building may be tallest without being biggest.)



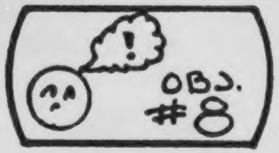
WHAT YOU WILL BE ABLE TO DO . . . MAINTAIN EACH CHILD'S SENSE OF WONDER AND CURIOSITY

CHECKING YOURSELF OUT . . .

List five recent situations in your classroom which have caused the children to wonder and be filled with curiosity. In each situation, tell what you did to expand on the children's interest.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)_____Answers children's questions in ways that satisfy their need to know.
b)_____Enriches play activity in challenging ways.
c)_____Creates spontaneous learning experiences around objects and ideas children bring to school.
d)_____Encourages children to demonstrate and try out their own ideas.
e)_____Introduces new areas for exploration and learning.
f)_____Models curiosity and wonder for the children to imitate.



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO FORM BASIC COLOR, SHAPE, AND SIZE CONCEPTS.

CHECKING YOURSELF OUT . . .

Show your field advisor the activities and materials you are using to help children learn color, shape, and size concepts. Ask her to observe the children involved in one or more of these activities.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Makes available a variety of materials for sorting and classifying according color, shape, and size.

b)______ Uses accurate descriptive terms when talking about color, shape, and size, e.g., big should not be substituted for tall or long, nor circle for ball.

c)______ Concentrates on a limited number of color, shape, and size concepts, e.g., basic colors, circle, square, triangle, and rectangle.

d)______ Consistently presents color, shape, an size concepts informally throughout the day, e.g., snack time, music and story time, freeplay.

Obs.
#9

WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO FORM SIMPLE NUMBER CONCEPTS.

CHECKING YOURSELF OUT . . .

What number concepts do you feel are important for preschool children to be learning? Demonstrate how you are providing opportunities for children to learn these concepts. (Demonstration may be in the form of pictures, documented lesson plans, talking with your field advisor, or any way that is easiest for you.)

GUIDANCE FOR CHECKING YOURSELF OUT . . .

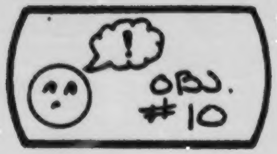
a)______ Provides a variety of concrete materials for children to playfully manipulate.

b)______ Provides many varied experiences for children to explore, discover and comprehend number concepts.

c)______ Is familiar with number concepts appropriate for four year olds, e.g. sorting objects into sets, one-to-one correspondence, conservation, comparing sets (more than, fewer than), associating a given number with a set of that size, associating numerals with the number of objects in a set, e

d)______ Recognizes number concepts inherent in activities in each of the classroom areas, e.g. block, art, library, housekeeping, and manipulative toy area.

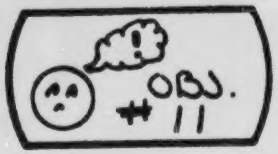
e)______ Consistently uses naturally occurring opportunities throughout the day to build number concepts, e.g. free play, clean up, and snack time.



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO DEVELOP THE ABILITY TO REMEMBER THINGS THEY HEAR AND SEE. THIS IS CALLED AUDITORY AND VISUAL MEMORY.

CHECKING YOURSELF OUT . . .	GUIDANCE FOR CHECKING YOURSELF OUT . . .
Show your field advisor the materials and activities you are currently using to give children practice in remembering. During one of her field visits, ask her to observe ways you are incorporating memory activities into the daily program.	a)______ Offers a variety of games or activities which ask children to recall things they have seen or heard, e.g., repeating rhythmic clapping sequences, copying a bead pattern from memory. b)______ Assists children in following simple spoken directions. c)______ Consistently uses naturally occurring opportunities throughout the day to exercise the children's memory, e.g. recalling yesterday's event.
What specific activities are you presenting to a child who might be having problems in the area of memory?	



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO GROUP OBJECTS IN THEIR THINKING. THIS IS CALLED CLASSIFICATION.

CHECKING YOURSELF OUT . . .

List a few examples of materials and activities in your classroom which give children experience in classification.

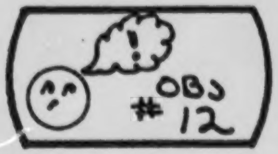
Now think back over this past week and jot down all of the specific instances you can think of when children were involved in classifying objects in some way.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Provides a variety of materials for sorting and classifying.

b)______ Encourages children to group objects by physical description (color,size, shape), by function (fork and spoon, hammer and nail), and by general categories (furniture, clothing, vegetables, animals, etc.).

c)______ Engages children in classification activities throughout the normal course of the day.



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO PRACTICE ARRANGING OBJECTS IN ORDER ALONG SOME DIMENSION. THIS IS CALLED SERIATION.

CHECKING YOURSELF OUT . . .

Keep a list for a week of all the times you observe children compairing or ordering objects by size, quantity, or quality.

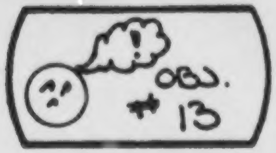
If this is not happening often in your classroom, plan at least three strategies to incorporate seriation activities into your program.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Makes available a variety of objects and materials which lend themselves to ordering along the dimensions of size, quantity, or quality, e.g., big/little, more/less, rough/smooth.

b)______ Provides a variety of activities which give children practice in ordering alo the dimensions of size, quantity, or quality.

c)______ Consistently uses naturally occurring events throughout the day to help children make size, quantity, or quality comparisons.



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO DEVELOP A SENSE OF SPACE AND SPATIAL RELATIONSHIPS.

CHECKING YOURSELF OUT . . .

Document some actions or discussions of children in your classroom which indicate they are developing a sense of space. Ask your field advisor to observe ways you are encouraging spatial awareness.

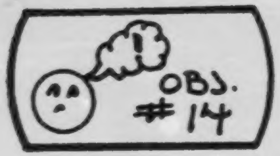
GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Makes available a variety of materials and activities to help develop spatial perception.

b)______ Allows children to first explore space through body movement.

c)______ Provides materials and activities for children to explore space through manipulation of concrete objects, e.g. puzzles, copying block or bead patterns

d)______ Moves gradually to exploration of space in pictures, e.g. "show me the dog nearest the tree," "select the one that is different from the others in the row



WHAT YOU WILL BE ABLE TO DO . . .

PROVIDE OPPORTUNITIES FOR CHILDREN TO DEVELOP A SENSE OF TIME AND TEMPORAL RELATIONSHIPS.

CHECKING YOURSELF OUT . . .

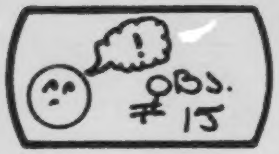
During one day in your classroom, keep a list of things children say or do that indicate they are developing a sense of time. Think of at least five ways you could reinforce time concepts throughout the day.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Equips classroom with a variety of obje that measure time, e.g. clocks, calenda timers.

b)______ Provides a variety of activities which foster a sense of time, e.g. planning the day, sequencing of events, sequence puzzles.

c)______ Reinforces concepts of time throughout the day, e.g. yesterday, tomorrow, stop/go, start/finish, begin/end, first, second, third, daily routine, snack time.



WHAT YOU WILL BE ABLE TO DO . . .

ENCOURAGE CHILDREN TO ORGANIZE INFORMATION AND SOLVE PROBLEMS.

CHECKING YOURSELF OUT . . .

Think of several situations in which children in your classrooms encountered a problem and were able to work through it to find a solution.

In these situations, were there any common factors which you feel enhanced the problem solving process, e.g., plenty of time, the right equipment, questions or cues you offered? If so, what were they? Can you think of ways you might offer more opportunities for problem solving?

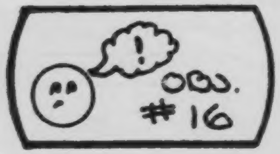
GUIDANCE FOR CHECKING YOURSELF OUT . . .

a)______ Provides an environment and concrete experiences which present problems for children to solve, e.g., color paddles, magnets, mirrors, etc.

b)______ Sets up simple experiments which enable children to try out suggested causes, compare results, and draw conclusions, e.g., floating and sinking objects.

c)______ Allows children to solve problems in their own way without giving the answers.

d)______ Moves gradually from concrete to abstract types of problems, e.g., reconstructing a design from a concrete model, then from a two-dimensional printed model.



WHAT YOU WILL BE ABLE TO DO . . .

RELATE COGNITIVE DEVELOPMENT TO THE CLASSROOM ENVIRONMENT, TEACHING TECHNIQUES, AND CURRICULUM CONTENT.

CHECKING YOURSELF OUT . . .

The purpose of this activity is to see how well you can pull together all that you know about cognitive development and apply it to your own classroom. Can you create at least three of your own statements of how cognitive development relates to:

a) the classroom environment,
b) teaching techniques, and
c) curriculum content.

Write these statements as your own guidance criteria and then use them for checking yourself out. An example of each is given.

GUIDANCE FOR CHECKING YOURSELF OUT . . .

a) ____ Cognitive development and the classroom environment: (Example: "Children are likely to learn more in an environment where they can play freely with many types of concrete materials.")
____ 1)
____ 2)
____ 3)

b) ____ Cognitive development and teaching techniques: (Example: "Cognitive development is enhanced when a teacher blends experience with language.")
____ 1)
____ 2)
____ 3)

c) ____ Cognitive development and curriculum content: (Example: "Curriculum should be responsive to the spontaneous interests of the children.")
____ 1)
____ 2)
____ 3)

WHAT THESE WORDS MEAN (DEFINITION OF TERMS) . . .

Accomodation:	changing regular patterns of thought and behavior to deal successfully with new problems or situations.
Assimilation:	handling new situations or problems by using abilities and information already possessed.
Association:	joining various objects or events because of some relationship they have to each other.
Auditory Memory:	remembering what one has heard.
Classification:	putting together objects or events that have certain characteristics in common.
Cognitive:	pertaining to the processes of perception and thought.
Cognitive Development:	growth of the ability to acquire, store, arrange, and rearrange information. This happens in stages which follow a fixed order.
Concept:	a word or phrase used for a category of information, a class of objects, or a relation.
Conservation:	recognizing that the amount of a substance remains the same although appearance may change.
Egocentrism:	seeing things only from one's own point of view.
Equilibrium:	a balance, a harmonius adjustment between at least two factors; in the case of cognitive development, between the person's mental actions and his environment.
Generalization:	determining the similarity between two or more objects or ideas and operating on the basis of that similarity.
Imagining:	pretending or using symbols, like a word in place of an object, or one object in place of another.

Perception:	becoming aware through the senses, i.e. what one sees, hears, feels, smells or touches.
Piaget:	a Swiss psychologist who has gained world fame for his research into children's thought.
Reversibility:	ability to record the starting point of a series of thoughts, take into account changes, and revert back to the starting point. Preschool children usually cannot do this since their thought is like a series of slides where there is constant revision but no recording of the revision. Ability to retrace an action or operation by an opposite action or operation.
Seriation:	putting items in an order on the basis of a dimension such as size, quality, or quantity. Arranging items according to a graduated scale.
Temporal Relationships:	relationship of actions and events as they occur in time.
Visual Memory:	remembering what one has seen.

RESOURCES TO CONSULT . . .

General References on Cognitive Development

Beard, R. *An outline of Piaget's developmental psychology for students and teachers.* New York: The New American Library Inc., 1972. This is a brief, well-written summary of Piaget's major concepts presented in chronological order from infancy through adolescence; excellent, clear, unpretentious handling of potentially obscure material.

Charles, C. M. *Teacher's petit Piaget.* California: Fearon Publishers, 1974. This booklet is an easy-to-read summary of Piaget's key ideas, important findings, and implications for teaching.

Hendrick, J. *The whole child.* St. Louis, Mo.: The C. V. Mosby Company, 1975. Chapter 16 is entitled, "Developing the Cognitive Aspects of the Child's Self." The chapter ends by giving a sample outline for developing a unit of cognitive curriculum.

Hodgden, L., *et al. School before six: A diagnostic approach, Vol. 1.* St. Louis, Mo.: CEMREL, Inc., 1974. In Chapter 8 the authors discuss diagnosis and teaching in 39 different cognitive areas. For each area they include a game designed for diagnosis as well as suggestions for teaching.

Mayer, C. *Understanding young children: Intellectual development and intellectual disabilities.* Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, 1974. This booklet uses simplified language and animated cartoon-type illustrations to make clear Piaget's key ideas and how these ideas relate to the development of young children without and with learning disabilities.

Nimnicht, G., *et al. The new nursery school.* Morristown, N. J.: General Learning Corporation, 1969. This book is a guide for planning and implementing a classroom environment to achieve both affective and cognitive objectives. It is accompanied by six learning activity booklets which give practical activities related to each of the objectives.

Suggestions for Curriculum and Activities for Developing Various Mental Concepts

Baratta-Lorton, M. *Workjobs.* Menlo Park, Calif.: Addison-Wesley Pub. Co., 1972. A "workjob" is a learning task for the children in the form of manipulative activities built around a single concept. Each individual workjob is complete with a description of the activity, skills to be learned, how to get started, ideas for follow-up discussion, and materials needed.

Hirsch, E. S. (Ed.) *The block book.* Wash., D. C.: National Association for the Education of Young Children, 1974. It explores the values and uses of blocks for extending children's growth and development. Includes relationship to science, mathematics, social studies, self awareness and dramatic play. Discusses both practical and theoretical meanings of block play.

Marzollo, J., and Lloyd, J. *Learning through play.* New York: Harper & Row, Pub., 1972. Written in nontechnical language, this book suggests many activities intended to provide practice in various abilities. Each activity is accompanied by a specific explanation of its intended purpose; delightfully illustrated; suitable for teachers and parents.

Robison, H. F., and Schwartz, S. L. *Learning at an early age, Vol. II.* Englewood Cliffs, N. J.: Prentice-Hall, 1972. Pages 9-25 include a curriculum guide for developing cognitive skills such as comparison and contrasting, patterning, classifying, and generalizing.

Weikart, D., *et al.* *The cognitively oriented curriculum: A framework for preschool teachers.* Wash., D. C.: National Association for the Education of Young Children, 1971. The authors describe a model of a Piagetian nursery school, discuss the philosophy and management of the school as a whole, and then provide sample days that illustrate the way Piagetian concepts can be integrated into ongoing curriculum.

Specific Resources for Teaching Science and Math

Carmichael, V. *Science experiences for young children.* Los Angeles: Southern California Association for the Education of Young Children, 1969. This book contains a wealth of suggestions for teaching science to very young children. Exceptionally good lists of additional references, including books and movies, follow each chapter.

Croft, D, and Hess, R. *An activities handbook for teachers of young children.* Boston: Houghton Mifflin Co., 1975. Parts II and IV of this handbook provide activities in science and pre-math. The activities are complete with purpose, materials, procedure, and variations. At the end of each chapter are lists of resources for the teacher and for the children.

Taylor, B. J. *A child goes forth.* Provo, Utah: Brigham Young University Press, 1964. This curriculum guide contain an excellent chapter on science which is divided into physical and biological science. This book has a particularly helpful bibliography of resources for the teacher and the children at the end of each chapter.

Audio-Visual Resources Related to Cognitive Development

Approaches to Learning - The basic purpose of this filmstrip series is to provide teachers with a brief, practical guide to methods, techniques and materials which can help young children develop basic learning skills. Several of these filmstrips are cited within learning alternatives in this module. Produced by Teaching Resources Corporation. Available from University of Idaho CDA Resource Room.

Blocks: A Medium for Perceptual Learnings. This is an excellent film for teachers, aides, parents, and volunteers. It discusses all of the perceptual, cognitive learnings which take place through block play. Good space and storage concepts are demonstrated. (B/W, 28 min.) Available from the Idaho Head Start Office, Department of Health and Welfare, 914 W. Jefferson, Boise, Idaho 83720.

The Cognitive Curriculum - This is one in a series of filmstrips giving examples of early childhood education models. A comparative analysis of the models is printed in a booklet included with the unit. The entire set entitled "Early Childhood Programs, Information Unit" consists of 8 filmstrips and cassettes. It is available from the University of Idaho and the Idaho Head Start Office.

Cognitive Development - This is a color film exploring two opposing beliefs about how children develop intellectually. The philosophies of Piaget and Englemann are summarized. Available from Washington State University Audio-Visual Center.

Why School Before Six? This is a knowledgeable look by James Hymes at early childhood classroom. He gives impressive statistics of the full year's worth of learning that takes place the year before children enter school. This presentation is especially useful in illustratin the educational value of play. (40 slides with cassette) Available from Idaho Head Start Office.

A Young Child Is - In this film you see seven children, from three months to four years old, who are actively engaged in the business of learning. Their experiences powerfully demonstrate that learning doesn't begin in the classroom. The film offers educators insight into how they might foster, rather than interrupt, the on-going process of learning. Available from the Idaho Head Start Office.

HELPING US EVALUATE THIS MODULE . . .

FUNCTIONAL AREA ________________

The University of Idaho CDA Program is in its initial phase of development. As a CDA candidate, you have been one of the first to go through this module. You can help us make useful revisions by writing down your reactions to the module. When you mark the "few" column, please expand on your response. This will give us valuable information for revising the module. Please complete the evaluation and give it to your field advisor. Thank you.

	most	some	few
1. The objectives of the module are reasonable and important.	___	___	___
2. The objectives and activities are clearly written and easy to understand.	___	___	___
3. The objectives and activities encouraged you to demonstrate your skills.	___	___	___
4. The objectives and activities met your training needs.	___	___	___
5. The "Checking Yourself Out" activities were related to the objectives and not just busy work.	___	___	___
6. The learning alternatives took into account your learning abilities and style.	___	___	___
7. The learning alternatives were sufficient in content and quantity to assist you in achieving the objectives.	___	___	___
8. The activities and learnings within the module caused permanent changes in your teaching behavior.	___	___	___

If you could change two things about this module, what would they be?

10

A WORD ABOUT THIS TOOL . . .

This pre-assessment tool is one of thirteen pre-assessment tools which form the basis for the University of Idaho Child Development Associate training program. A unique characteristic of this program is that it focuses on what teachers of young children need to be able to do rather than on a specified number of courses or credits.

Each pre-assessment tool deals with one of the thirteen functional areas derived from the national CDA competencies. The purpose of the pre-assessment tool is to determine areas in which the candidate already has the necessary skills as well as areas for improvement. From this information it can be determined what additional learning activities a candidate needs in order to acquire the skills. Let me emphasize that this tool is not meant to be a self-contained learning tool. It is only the first phase of training--that of determining areas in which training is needed. The candidate and field advisor will have to draw upon additional resources in planning the needed learning activities. We feel this is a strength in our program because it allows for greater individualization according to training needs and learning styles. As these learning activities are developed and tested, they will be assembled into a companion tool to be used with the pre-assessment tool. However, we hope these activities will be used selectively so as not to detract from meeting needs on an individual basis.

Included on the following page is a brief description of each of the components of this pre-assessment tool. These descriptions will give you an overview of the entire tool and help you understand how all of the parts fit together.

read	HOW TO USE THIS TOOL . . .	is a list of step-by-step instructions for progressing through the pre-assessment activities. Space is also provided for documenting the date as skills are demonstrated.
know	WHAT YOU WILL BE ABLE TO DO . . .	is a list of performance statements which further break down the skills needed in each of the functional areas. These are performances which will indicate a candidate's competence.
do	CHECKING YOURSELF OUT . .	are pre-assessment activities asking the candidate to demonstrate a particular skill. An effort has been made to word these activities so that the response depends on actual performance rather than on academic knowledge.
use	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT . .	are guidelines for the candidate and field advisor to use to determine behaviors that would indicate competence. As much as possible, these are intended to be minimum levels of performance; however, they are not to be considered a complete list nor inflexible if inappropriate for certain individuals. The final determination of competence is two-fold: 1) the candidate's demonstration of certain behaviors, and 2) the field advisor's observation and documentation of those behaviors.
more info	RESOURCES TO CONSULT . . .	is a compilation of books, audio-visual resources, and related reading materials that, hopefully, will be useful in planning learning activities. It may also be a helpful reference tool for teachers to consult on an ongoing basis as they work with children.
finally	HELPING US EVALUATE THIS TOOL . . .	is a feedback system by which we may collect information from the candidates concerning the content and clarity of the information in the tool. Because these materials are in an initial stage of development, this information will be useful in making revisions.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

WHAT YOU WILL BE ABLE TO DO. . . . .

1. Relate the need of nutrition to the child's development.
2. Use a guide for proper infant nutrition.
3. The importance of cleanliness in relation to nutrition.
4. Relate food products needed for morning supplement.
5. Serve the correct types of food needed to meet U.S.D.A. lunches.
6. Serve the correct types of food needed to meet U.S.D.A. snack requirements.
7. Distinguish milk items accepted by U.S.D.A.
8. Distinguish meat products acceptable by U.S.D.A.
9. Select breads or cereals required by U.S.D.A.
10. Select acceptable fruits and vegetables required by U.S.D.A. standards.
11. Identify soups acceptable by U.S.D.A. and determine which requirement they meet.
12. Provide a written explanation of why you limit the amount of sugar served in your home.
13. Buy cereals that meet U.S.D.A. requirements and provide the children with nutrition.
14. Establish the importance of children's involvement in food experiences.

①

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do . . . relate the need of nutrition to the child's development.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
According to Maslow's Theory, nutrition is important in the growth of a child. How do you relate child development to nutrition?	a. _____ If a child is guaranteed food he will be perfectly happy. b. _____ Intelligence, memory and habits are hunger-gratified tools. c. _____ A child needs proper nutrition in order to move to the next hierarchy of needs.

②

COMPETENCY I: Safety and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . use a guide for proper infant nutrition.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the criteria at the right, arrange in order the proper solid baby foods.	a. ____ Fruit -- strained bananas, peaches, pears, etc. b. ____ Meat -- strained beef, chicken, veal, etc. c. ____ Baby Cereal -- rice, oatmeal, barley. d. ____ Vegetables -- strained carrots, squash, green beans, etc.

③

COMPETENCY I: Safety and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . the importance of cleanliness in relation to nutrition.

CHECKING YOURSELF OUT	
List the four things in your home that insure proper sanitation for the children.	

④

COMPETENCY I: Safety and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . relate food products needed for morning supplement.

CHECKING YOURSELF OUT

List morning supplements for three days. The supplements must meet U.S.D.A. requirements.

DAY 1 --

DAY 2 --

DAY 3 --

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT

a. _____ The importance of a fruit, vegetable or juice.

b. _____ The use of whole or 2% milk. No powdered milk.

c. _____ The importance of a bread or cereal product.

⑤

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . serve the correct types of food needed to meet U.S.D.A. lunches.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Prepare lunch menu for three days using criteria at the right.	I. The following food products must be included in all lunches served to children:
DAY 1 --	A. Meat, fish, poultry -- or -- meat substitutes (cheese, eggs, peanut butter, cooked dry beans or peas)
DAY 2 --	B. Milk as a beverage
	C. Bread
DAY 3 --	D. Any two -- fruits or vegetables (make sure you serve two)

⑥

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . serve the correct types of food needed to meet U.S.D.A snack requirements.

CHECKING YOURSELF OUT

Prepare snack menus for a week. Vary the menu so no two days are the same.

DAY 1 --

DAY 2 --

DAY 3 --

DAY 4 --

DAY 5 --

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT

I. The following food products must be included in all snacks served to children.

   A. Milk, or juice, or fruit, or vegetable (any one)

   B. Bread or cereal product.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . pages 7-10 will deal with acceptable and non-acceptable food items. You will be able to distinguish those food items accepted by U.S.D.A.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the criteria at the right, select the food that is acceptable for the milk component of the U.S.D.A. requirements. List the foods below.	a. ice cream b. yogurt c. fluid whole, low fat or skim milk d. pudding e. cheese f. buttermilk, fortified with Vitamin A g. non-fat dry milk h. cream soups i. skim milk for infants under one

8

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . select appropriate meat or meat alternatives to be used to meet U.S.D.A. requirements.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the criteria at the right, select the meat products acceptable for U.S.D.A standards. List them below.	a. liver b. hotdogs (only 2 or 3 times a month) c. bacon d. beef, veal, pork, chicken e. luncheon meats f. canned fish g. sausage h. eggs i. lima or pork and beans

COMPETENCY I: Safety and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . select breads or cereals required by U.S.D.A.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the criteria at the right, list the acceptable breads or cereals below.	a. potato chips b. plain cake donuts c. whole wheat and enriched white bread d. twinkies e. pizza crust f. home made cookies g. saltine and soda crackers h. pancakes i. brownies (box) j. store bought cookies k. dry and cooked cereals l. sweet rolls m. muffins n. tortillas

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COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . select acceptable fruits and vegetables required by U.S.D.A standards.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Select the fruits and vegetables acceptable from the criterion at the right. List them below.	a. full strength, canned or frozen fruit and vegetable juic b. fruit fillings in pies and pastries c. dried fruit d. fruit powders e. tang f. gelatin g. fruit punch h. grape drink i. fresh, frozen or canned fruits and vegetables

(11)

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . identify soups acceptable by U.S.D.A and determine which requirement they meet.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the canned soups at the right, select the soups that meet U.S.D.A. requirements and state the requirement it meets. Homemade soups are recommended in preference to canned soups. NAME OF SOUP REQUIREMENT MET	a. chili beef b. cream of mushroom c. tomato d. beef vegetable e. chicken noodle f. green pea g. vegetable beef or chicken h. beef noodle i. cream of celery j. chicken vegetable

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . provide a written explanation of why you limit the amount of sugar served in your home.

CHECKING YOURSELF OUT

List three reasons or recommendations why too much sugar is dangerous when consumed by children.

1.

2.

3.

POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT

a. The 1975 per capita annual consumption of sugar or sugar additives was 114 lbs. per person per year.

b. Soft drinks contain 80 or more tsp. of granulated sugar.

c. Excess sugar may result in overactive children.

d. Decrease sugar in recipes.

e. Don't keep CANDY in the house.

COMPETENCY I: Safe and Healthy Learning Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . buy cereals that meet U.S.D.A. requirements and provide the children with nutrition.

CHECKING YOURSELF OUT	POSSIBLE CRITERIA FOR CHECKING YOURSELF OUT
Using the criteria at the right, list the cereals that are nutritous for children. List the cereals below. Remember to serve the nutritous cereals with no or little sugar.	a. Cheerios b. Apple Jacks c. Corn Flakes d. Wheaties e. Lucky Charms f. Alpha Bits g. Sugar Snacks h. Life i. Granola j. Total k. Crunch Berries l. Puffed Rice m. Captain Krunch n. All Bran

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COMPETENCY I: Safe and Healthy Environment

FUNCTIONAL AREA: NUTRITION

What you will be able to do. . . establish the importance of children's involvement in food experiences.

CHECKING YOURSELF OUT

List six things a child will learn from helping you with food preparation.

1.

2.

3.

4.

5.

6.

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Answer Sheet - MONTANA LICENSING

All forms and vouchers must contain all of the following items in order to advance:

1. Montana Application - All information on the form.

2. Family Training Center Voucher

    a) Operator's name
    b) Mailing address
    c) Child's name/parent's name
    d) Month
    e) Days covered (ex. 1-15 & 18-31). Collected twice monthly
    f) Total days
    g) Amount earned
    h) Operator's signature (do not print for this)

3. Social Service Voucher

    a) License #
    b) Provider
    c) Address
    d) Parent's name
    e) Child's name (explain if more than one family - use another voucher)
    f) Child's age
    g) Period covered - days - rate ($4.00 a day/amount)
    h) Social Security #
    i) Signature (do not print for this)
    j) Day care total

ANSWER SHEET - TAX INSURANCE FOR A DAY CARE HOME

9 of the 18 must be included in order to pass.

1. Groceries.
2. Art Paper.
3. Crayons.
4. Toys.
5. Kleenex's.
6. Paints.
7. Day Care Memberships.
8. Insurance for day care.
9. Household Items.
10. Utilities of a House.
11. Telephone.
12. Appliances.

Insurance Needs

1. Electrical accidents.
2. Equipment accidents.
3. Accidents through play.
4. Paint or other poisoning.
5. Fire.
6. Provide parents with security.

Answer Sheet - POLICIES OF A DAY CARE HOME

13 of the 16 must be included in order to advance.

1. By whom (Social Service/Private/Other)
   Intervals of payment
   Amount of payment

2. Illness of the child
   Vacations during the year
   Holiday leave

3. Dress for the weather
   Appropriate clothes for child's age

4. Early detection of illness and why
   Child not admitted if ill

5. State hours of day care
   Who can pick up child
   Rules for early delivery or late pick up

6. How many meals provided during the day
   Infant nutrition and who supplies the food

7. Openness in communication

Answer Sheet - RECORD KEEPING

7 of the 9 must be contained in order to advance.

1. Number of children
   Days attended
   Totals for monthly periods

2. Meeting U.S.D.A. requirements
   Number of snacks and main meal

3. Construction paper
   Toys for children
   Health products
   Art products

COMMUNICATION BETWEEN PROVIDER AND PARENT -- ANSWER KEY

(18 of the following must be contained in order to advance to the next LAP.)

1. Child's name -- date of birth
   Parent's name
   Address
   Telephone

2. Does child talk.
   Any other language spoken.
   Special words used at home.

3. How does child eat (utensils or hands)?
   Toilet trained?
   Child naps.
   Social growth

4. Parent discipline's child.
   Reaction of child to discipline.

5. Does child have any allergies?
   Special background on illnesses.

6. Source of payment.
   Hours of care.
   Place for parent's signature.
   Permission to take child to a doctor in case of an emergency.

ANSWER SHEET - PARENT COMMUNICATIONS

The student must include one of the following characteristics in this paragraph.

1. Make child feel wanted.
2. Show your trust for the child.
3. Help child choose activity to do.
4. Redirect child.

What could the parent have done.

1. Allowed time for the child.
2. Communicated less negative feelings.
3. Have the parent lead the child into an activity.
4. Work out new schedule for the child.

RULES IN YOUR HOME -- ANSWER KEY

1. Check to see that there isn't too many rules. Stress positive means of communicating rules. Six of the eight answers must be included.

2. Indoor rules to include:

   a. quiet voices
   b. walking in the home.
   c. cleanup time.

3. Outdoor rules to include:

   a. stay in a group.
   b. check both ways for cars.
   c. when it is time to go in; everyone goes in.

4. Discipline in your home:

   a. consistency of discipline.
   b. reflect #2 and #3 in discipline.

DAILY ROUTINE OR SCHEDULE -- ANSWER KEY

Check the following items:

1. Approximate times reflective of their schedule.
2. Balance of quiet and noisy times alternating these times.
3. Check to ensure two snacks and one main meal in the schedule.
4. Check to see if developmental areas for growth are specified.
5. Check to see if seven of the eight areas are listed in the schedule:
    1) free play
    2) snacks and meals
    3) activities (cognitive)
    4) large muscle play
    5) quiet time or story
    6) nap time
    7) outdoor time
    8) language or music development

ZONING OF YOUR HOME -- ANSWER KEY

1. Check to see if noisy and quiet areas are separated.

2. Ask student objects that belong in the areas.

3. Five of the six must be included in the zoning of their homes:

    1) Manipulative areas
    2) Large area for movement
    3) Rest area
    4) Art area
    5) Story area
    6) Dress-up clothes

COMMUNITY RESOURCES -- ANSWER KEY

The students must list three of the four community resources. An explanation of their use needs to be included.

A. Social Services

B. Extension Services

C. Library

D. Public School System

E. Chamber of Commerce

ANSWER SHEET - AGENCY IN RELOCATION STATE

To pass this unit, use the state's regulations for relocation. All questions must be answered.

TYPES OF BEAUTIFUL JUNK -- ANSWER KEY

Eleven of the thirteen must be included in the student's answers.

A. Grocery Store:

1. Liners
2. Paper in boxes
3. Ridges from boxes
4. Different sized boxes
5. Styrafoam from meat containers

B. Writing Desk:

1. Paper clips
2. Tissue paper
3. Scotch tape
4. Paper
5. Glue or paste
6. Old pens or pencils

C. Kitchen:

1. Containers
2. Old utensils for stencil painting

CHILDREN'S BOOK LIST -- ANSWER KEY

To complete, the student must list 10 books. Make sure the student has listed the ages for which the books may be used.

ANSWER KEY: CHILD DEVELOPMENT (PERSONALITY STAGES)

The students must complete all of headings with the correct information. Accordingly, they must include 10 out of 12 perspectives to complete this unit.

I. Infancy	Trust	Mistrust	Hope
	We take in with our senses. Trust begins with mother and can only exist in relation to something.	Mistrust is important to learn to a limit. A certain ratio of mistrust in our basic social attitude is a critical factor.	Basic ingredient of strength. Ratio of trust and mistrust.
II. Toddler	**Autonomy**	**Doubt and Shame**	**Will Power**
	A child walks, talks, handles and explores. A child is permitted to make choices; such as accept food or reject it, or to use the toilet or wet his pants.	Parents sometimes control children through this. Adults may do this by tone of voice.	Wants to be his own person. A child doesn't have to be defensive.
III. Pre-School	**Initiative**	**Guilt**	**Purpose**
	A period of interim. Begins imitation.	May feel he is faced by a universal "no". May think he shouldn't try something for he knows it will be wrong.	Goal directedness. Learns he must work for things.

ANSWER KEY: CHILD DEVELOPMENT (THE STORY OF "THE LITTLE BOY")

To complete this unit, the student must have five of the six objectives in their paragraph.

Ideas or Objectives:

1. Creativity
2. Self concept
3. Teacher's role
4. Future learning of the boy
5. The instructor they prefer.
6. Relate this to other developmental growth

ANSWER KEY: CHILD DEVELOPMENT (COGNITIVE DEVELOPMENT)

The student must complete 18 of the 22 in order to complete unit.

Sensori Motor Period (Birth to 24 months):

1. Behavior patterns involve senses.
2. Egocentric
3. Reflexes of sucking, crying and rhythm of breathing.
4. Hand to mouth experiences.
5. Eye -- hand coordination.
6. Goal -- directed behavior.
7. Imitates models.
8. Interacts environment.
9. Active experimentation.
10. Produce sounds.

Preoperational Period (2 to 4 years):

1. Begins to generalize.
2. Asks for things.
3. Mental substitution for the real thing.
4. Knows world as he sees it (egocentric).
5. Use of language, but thinks non-verbally.
6. Play very important.
7. Things are real -- dreams, feelings, pictures.
8. Believes the world is alive.
9. Believes man has made everything (moon and sun).

Intuitive Stage (4 to 7 years):

1. Speech to express his thinking.
2. Preoccupied with parts of a whole.
3. Gradually going to conservation.
4. Becomes more social.
5. Feels responsible for accidents.
6. Perceives punishment as necessary.
7. Ability to deal with symbols.

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ANSWER KEY: INFANCY

To complete, the student must have 16 of the 20 contained in the developmental areas. If there are any questions use the Portage guide checklist.

SOCIAL

1. Reaches for familiar objects.
2. Imitates peek-a-boo.
3. Vocalizes to gain attention.
4. Plays with one other child, each doing separate activity.
5. Hugs and carries doll or soft toy.
6. Shares objects or food when requested with one other child.

LANGUAGE

1. Repeats sounds made by others.
2. Responds to gestures with gestures.
3. Asks for more.
4. Can "give me" or "show me" upon request.
5. Asks for common food items by names when shown (milk, cookie, cracker).
6. Names four (4) toys.

SELF-HELP

1. Reaches for bottle.
2. Holds bottle without help.
3. Feeds self with fingers.
4. Pulls off socks.
5. Holds and drinks from cup with one hand.
6. Takes off coat when unfastened.

COGNITIVE

1. Looks for objects that have been removed from direct line of vision.
2. Puts three objects into a container, empties container.
3. Drops and picks up objects.
4. Points to a body part.
5. Scribbles.
6. Stacks three blocks.

MOTOR

1. Puts objects into mouth.
2. Turns from stomach to side.
3. Pulls to sitting position using adults fingers.
4. Creeps.
5. Rolls ball in imitation.
6. Stands with minimum support.

ANSWER KEY: INFANT TOY AND USE

To complete, all items must be completed. Use folder pertaining to infants as a reference.

1. Name of toy:

2. How toy will help infant stimulation:

3. Materials needed:

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ANSWER KEY: INFANT GAMES

To complete this unit the student must include 8 out of the 10 in their list.

1. Crib mobiles
2. Peek-A-Boo
3. Games using puppets
4. Musical toys
5. Bicycle type movements for physical
6. Busy box
7. Use of mirror
8. Use of small balls (not small enough to swallow)
9. Hiding games
10. Imitate gestures
11. Builds small block towers
12. Puts toys in container
13. Use of water play
14. Use of a tote bag
15. Lid games with boxes
16. Put clothes pin around a container
17. Use of plants of their own to teach
18. Use of peg board
19. Use of pens and crayons
20. Begins to lace cards

ANSWER KEY: DISCIPLINE

To complete this LAP, the student must answer five of the six correctly.

1. Place a child away from everything in a chair and blank walls beside him.

2. Praise child.

3. Less.

4. Set up lesson plan for four minutes or less and expand it in the future.

5. Decrease.

6. Remove Charley from the situation.

ANSWER KEY: BEHAVIOR MODIFICATION

To complete this LAP the student must include four of the five characteristics listed. Check to see how they set up their program to develop change in behavior.

Modification Plan:

1. Document time of hitting.
2. Check for reinforcement or cause of hitting.
3. Design program to modify behavior.
4. Begin program with child.
5. Evaluate your plan you have been working with.

ANSWER KEY: SOCIAL-EMOTIONAL DEVELOPMENT

To complete this LAP, 12 out of 15 must be correct using this list below.

Birth to one year old:

1. Recognize mother and familiar family members.
2. Notice the human face.
3. Vocalize to himself by gurgling, growling, and squealing
4. May say mama or dada.
5. very cooperative.

One to two years old:

1. Show affection, jealously, sympathy, and anxiety.
2. Shy of strangers.
3. More responsive to adults than children.
4. Naming stage.
5. Claims, "mine, mine".

Two to three years old:

1. Hard to make choices.
2. Behavior from one extreme to another.
3. Sleeping difficulties.
4. Begins to recognize limits.
5. Begins to eat by himself.

Three to four years old:

1. Peaceful
2. Helps clean up.
3. Reports dreams.
4. Seeks attention.
5. Begins to develop sympathy.

Four to five years old:

1. Maybe boastful, name call, tattles freely.
2. More fears.
3. Shows temper.
4. References, "No, I won't"
5. Use mommy and daddy as final authority.

ANSWER KEY: LANGUAGE DEVELOPMENT

To complete, the student must have 12 of 15 in this list. If there is contradiction, use the Portage Guide.

0-1:

1. Repeats sounds made by others.
2. Responds to gestures with gestures.
3. Imitates sounds of people.
4. Stops activities at least momentarily when told "no" (75% of the time).

1-2:

1. Asks for more or gone.
2. Points to three body parts on self.
3. Names four toys.
4. Produces animal sounds.

2-3:

1. Asks where questions.
2. Says, "I, me, mine" rather than own name.
3. Carries out two commands.
4. Names familiar environmental sounds.

3-4:

1. Says full name when asked.
2. Answers simple "how" questions.
3. Tells how common objects are used.
4. Tells about immediate experiences.

4-5:

1. Can find a pair of objects.
2. Can find top and bottom of items if asked.
3. Tells stories using pictures.
4. Names picture that does not belong.

ANSWER KEY: LANGUAGE GAME

To complete this unit, the student must complete all of the items.

1. The lesson plan

2. Prepare a language activity.

3. Present the activity in the nursery area.

ANSWER KEY: PUPPET SHOW FOR LANGUAGE DEVELOPMENT

To complete, the student must participate in all aspects of the presentation of the puppet show.

ANSWER KEY: PHYSICAL ACTIVITIES

To complete, the student must include 12 out of 15 in their list. If there are any questions use the Portage Guide checklist.

0-1 year olds:

1. Rolls from stomach to back.
2. Sits self supported.
3. Picks up and drops objects on purpose.
4. Walks with minimal aide.

1-2 years old:

1. Creeps up stairs.
2. Walks independently.
3. Seats self in small chair.
4. Bends at waist to pick up objects without falling.

2-3 years old:

1. Walks backwards.
2. Jumps in place with both feet.
3. Kicks large stationary ball.
4. Forward somersault with aide.

3-4 years old:

1. Kicks ball when rolled to him.
2. Marches.
3. Catches ball with two hands.
4. Somersaults forward.

4-5 years old:

1. Walks balance beam.
2. Bounces and catches large ball.
3. Hops on one foot.
4. Jumps over string 2" off the floor.

ANSWER KEY: MOVEMENT USING RECORDS

To complete this section, the student must complete all of the following items:

1. Fill out daily directed activity chart.

2. Make activity if necessary.

3. Evaluate their activity.

ANSWER KEY: CREATIVE DRAMATICS

To complete this section, the student must complete both charts entirely.

ANSWER KEY: PHYSICL DEVELOPMENT MATERIALS

To complete, the student must include 8 of the 10 in their lists:

1. Balance beams
2. Assorted balls
3. Boxes
4. Riding toys
5. Boxing bag
6. Wrist-roll aparatus
7. Mats
8. Milk containers for catching small balls
9. Ropes
10. Ink tubes (that have been out -- 8)
11. Objects to jump over

12. Paper plates for hopping

ANSWER KEY: COGNITIVE ACTIVITIES

To complete this LAP the student must have 12 out of 15 under the correct age groups.

0-1 year olds:
B. Removes object from open container.
J. Removes circle from a form board.
E. Places peg in pegboard.

1-2 years old:
N. Stacks three blocks.
A. Points to named objects.
H. Matches like objects.

2-3 years old:
L. Completes three piece form board.
C. Draws (+) in imitation.
O. Matches geometric forms with pictures of shape.

3-4 years old:

I. Points to 10 body parts on command.
M. Repeats fingerplays.
F. Names three shapes; squares, triangles, and circles.

4-5 years old:

K. Names 8 colors.
D. Matches symbols (letters or numbers)
G. Draws a man completely.

ANSWER KEY: ACTIVITY FORM

To complete this section, the student must include all of the following items.

1. object
2. Activities (how)
3. Materials
4. Evaluation

ANSWER KEY: COGNITIVE GAME

To complete this section, the student must have completed all of the following steps:

1. Write up activity.
2. Make game.
3. Set up time to be used in the nursery.
4. Present activity in the nursery.
5. Evaluate their presentation with the instructor.

ANSWER KEY: ART MATERIALS

To complete this unit the student must include 12 of the following in their list.

1. paint
2. macaroni
3. sand
4. pudding
5. paper
6. crayons
7. pencils
8. yarn or string
9. straws
10. beads
11. wood
12. tooth picks
13. food coloring
14. egg cartons
15. pipe cleaners
16. cloth or wall paper
17. paper cups
18. buttons
19. glue
20. chalk

ANSWER KEY: ART PROJECT

To complete this section, the entire daily directed activity sheet must be complete.

ANSWER KEY: CREATIVE MEDIA

To complete this LAP, five of the following must be contained in the student's answers.

ART

1. Allow the child to create - instructor as a resource.

DRAMATICS

1. Dramatizing stories.
2. Use of puppets.
3. Dramatize events or situations.

LARGE MUSCLE MOVEMENTS

1. Pretend to be an animal.
2. Movement to records.

ANSWER KEY: PLANTS

To complete this section, the student must answer 8 out of 10 correctly.

1. Daffodill J
2. Poinsetta G
3. Dieffenbachia D
4. Foxglove E
5. Potato A
6. Rhubarb H
7. Elderberry C
8. English Ivy F
9. Alphalapha B
10. Jimson Weed I

ANSWER KEY: SCIENCE AREA

To complete, the student must have seven items from the list below. Their individual purpose must be explained.

1. Magnifying glass
2. Rocks
3. Small animal or bird
4. Fish
5. Nest
6. Magnets
7. Ant farm
8. Plants
9. Watering cans
10. Measuring cups and spoons
11. Thermometer
12. Pouring utensils

ANSWER KEY: HANDICAPPED CHILDREN

To complete, the student must have 10 of the following answers. Reflect answers to the subtopics.

MOTOR

1. A child with a fever when young it damaged some of the cells in his brain.
2. Direct child to large area.
3. A small child who has been confined to a crib when young.

VISION

1. A child who doesn't explore the home
2. When painting, check for use of colors (they see as a blue).

HEARING

1. Use of a bell when child's back is to yours.
2. If a cild cannot hear, he will learn not to listen.
3. A child with a hearing loss, may have to be reminded to speak in a lower voice.
4. A severe cold may block ear passages and a child may suffer temporary hearing loss.

ALLERGIES

1. A child with asthma, hayfever, etc., make a child more susceptible to irritation.
2. First medical help -- teacher understand and direct aggressive behavior.

ANXIETY

1. A child who is easily upset emotionally is likely to be a perpetual worrier.
2. Repitition in showing surroundings is necessary.

FEARS

1. Dark -- shut in closet for punishment.
2. A small light in bedroom may help.
3. Thunder -- a child hides under the table. Just telling a child will not help, you must hold child for protection.
4. Heights -- previous accident, teacher climb with child a small amount at a time.

STRESS

1. A child cutting.
2. Losses and separation of parents.
3. Bad experience in life.
4. Loss of appetite.
5. Biting finger nails -- temper tantrums.

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ANSWER KEY: COMMUNITY RESOURCES

To complete, the student must list five of the following:

1. Nursery instructors
2. Social Services
3. School principal
4. Resource teacher (elementary school)
5. The library (for books)
6. A nurse or doctor
7. Counselors
8. A specialist

Answer Key - PLAY

To complete this LAP, the student must have ten of the following on their chart.

Trucks & Blocks Area

1. Decision making
2. Number concepts
3. Sizes
4. Shapes
5. What he is building

Housekeeping Area

1. Types of food to serve
2. Clothing to wear
3. Categorizing food
4. When to do things
5. Social importance

Game Area

1. Decision making
2. Sizes
3. Eye - hand co-ordination
4. Socialization
5. Sharing

Paint Area

1. Lengths
2. Sizes
3. Decision of colors
4. Description of painting
5. Cleanliness responsibility

Answer Key - Observation of Play

To complete this unit the student must answer seven of the nine correctly.

Areas in school used for dramatic play.

1. Puppet area
2. Housekeeping area
3. Blocks area

Media used in play.

1. Songs
2. Games
3. Physical activities
4. Story dramatizing

Things learned during play.

1. Sharing
2. Taking turns
3. Decision making
4. Language development
5. Involvement

Answer Key - First Aid Treatment

To complete this unit, four procedures must be contained per treatment except in the shock treatment, three are required.

Breathing

1. Turn head sideways and wipe object from mouth.
2. Straighten head up and put jaw in jutting position.
3. Place mouth over victims' mouth and pinch nostrils.
4. Breath until chest rises.
5. Repeat breathing, removing mouth to allow air to escape.
6. Adults - 12 breaths per minute.
   Children - 20 breaths per minute.

Bleeding

1. Steady pressure directly over wound.
2. Use cloth. Do not remove.
3. If blood saturates, apply more cloth over others.
4. Bandage firmly, with firm pressure.
5. Elevate bleeding part.
6. Never use a tourniquet except for amputated, mangled or crushed arms or legs.

Bones

1. Broken bone pierces the skin, don't move injured part.
2. Apply pressure dressing to control bleeding.
3. Watch for shock.
4. Splint injury if person absolutely has to be moved.
6. Never set a bone.
7. Wait for doctor.

Answer Key (cont.)

Burns

1. Slight or minor burn, immerse burned part in cold water or apply clean ice for pain relief. Bandage.
2. Severe burns - releive pain - prevent shock.
3. Keep air away from burn.
4. Keep victim lying down - give liquids if consious.
5. Chemical burns - flush with water immediately and cover.
6. For eyes use great amounts of water, quickly and cover eye.

Poisoning

1. Call doctor or poison center at once.
2. If breathing stops, start mouth to mouth breathing.
3. If specific antidote is given on container and victim is conscious, dilute poison by giving a full glass of milk or water and induce vomiting.
4. Do not induce vomiting when petroleum products, lye or strong cleansing materials or bleach is swallowed.
5. When vomiting starts place victim's face down with head lower than hips.

Shock

1. Symtoms are: weakness, cold, pale, clammy skin, rapid weak pulse, chills, nausea, irregular breathing.
2. Keep victim warm and lying down.
3. Keep airway open.
4. If conscious and able to swallow, give water.

Answer Key - Safety Around the Home

To complete this section, 12 out of the 15 answers must be correct. Use the following chart for evaluation.

Automobile

1. Teach child safety while in a car.
2. Avoid plastic steering wheels attached.
3. Provide safety belts.
4. Never leave child alone in a car.
5. Know where child is before backing out of driveway.

Burns & Fire

1. Keep fire extinguisher accessible.
2. Be cautious if you smoke.
3. Screen the fireplace.
4. Turn handles of cooking utensils away from the front of the stove.
5. Use safety covers over unused outlets.
6. Keep cords out of reach pertaining to coffee pots or iron.

Falls

1. Keep stairs free of objects.
2. Place guard across stairs.
3. Never leave baby alone on table or couch.
4. Buy high chair with broad space between legs for balance.
5. Keep scissors, knives, and other pointed objects out of reach.

Answer Key - Safety Around The Home (cont.)

Poisons

1. Follow doctor's directions when giving medicines.
2. Do not put cleaning things below the sink.
3. Use paints marked non-toxic.
4. Destroy old medicines by flushing down toilets.
5. Keep medicines high in cabinets.

Water

1. Do not leave children under 2 in the bathtub, even for an instant.
2. Keep your eye on a child who can crawl when you are by any water.
3. Be sure all cesspools and wells are covered.
4. Drain pools around the home.
5. Do not leave bathtub full.

Answer Key - Toy Safety

To complete this unit six of the following must be included in their answers.

1. Size so it wouldn't be swallowed.
2. No detachable parts.
3. Look for jagged edges.
4. It has no sharp points.
5. It has no wires or nails.
6. It is not made of glass or brittle plastic.
7. It is labled non-toxic.
8. It has no parts which can pinch fingers or pull hair.
9. No long cords of thin plastic bags.
10. It has a light weight lid.

Outdoor Equipment

1. Check all spaces between moving parts.
2. Check for protruding bolts. Ends should have protective plastic end caps.
3. Check for sharp or exposed edges.
4. Check anchorage of play ground.
5. Check to see if all bolts are tightened.

Answer Key - Communicable Diseases

To complete this unit, the student must include the correct answer for each section in the disease. Use the chart to correct the students work.

Answer Key - Nutrition

To complete this section, the student must include all of the answers.

Breakfast

Juice or Fruit
Cereal or Bread
Milk

Lunch

Meat or alternate
Vegetables and Fruit (2)
Bread
Milk

P.M. Snack

Milk or Juice
Bread or Cereal

Infant Requirements

Complete the following chart pertaining to breakfast, lunch and snack. After completion, hand into instructor for evaluation.

Breakfast

Lunch

Snack

Answer Key - Menu Planning

To complete the student must include all items on the U.S.D.A. requirements side. Make sure there are no duplicates in meals. Do not allow the following in any part of the menus as main part for meeting U.S.D.A requirements. They may be included in other foods.

1. Luncheon meats
2. Hot Dogs (alone)
3. Powdered milk (used only for baking)
4. Ice Cream, Cheese, Pudding
5. Bacon
6. Sausage
7. No store bought pastries
8. Yogart
9. Potato Chips
10. Popsicles (fruit)
11. Gelatin (plain)
12. Soft Drinks

Answer Key - School Age Care

To complete this unit 4 of the following must be contained in the students' answers.

1. Let the child set goals for himself.
2. Help the child to be the leader in different situations.
3. The childs ability to accomplish projects.
4. The need for flexibility in the day care home.
5. Permit the child to have responsibilities in your home.
6. Have the school age child help other children with projects.

Answer Key - Materials for School Age Children

To complete this unit, eight of the following must be on the students answer sheet.

1. Games to be played on the table
2. **Miniature** dolls
3. Doll houses
4. Paper dolls
5. Auto race layouts
6. Work bench with real tools
7. Model building sets
8. Paint - crayons - colored pencils
9. Clay
10. Puzzles
11. Jump ropes

12 Skates

13. Sleds
14. Printing outfits
15. Books
16. Table top sports games